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ABSTRACT

To identify factors which affect the acceptance of innovation in school organizations, a career development product entitled Operation Guidance (OG) was the object of a case study. Five basic organizational characteristics were used to roughly quantify attributes of the organization of the six schools studied. The characteristics were: centralization of decision-making, standardization of practices and procedures, personnel supervision, complexity of organizational structure, and staff heterogeneity. The school community was considered on three levels: attendance area, district, and State. Eight situational descriptors were chosen to characterize each school's setting: district pupil expenditure, community per capita income, community population, geographic location, eligibility for ESEA Title 1 funds, work structure of students' families, and the location of the student population. Other, less tangible, aspects were also considered. Data collection instruments were surveys, profiles, indexes, charts, and collections of selected facts. (One hundred-fifty pages describe in detail what took place in adopting OG at each of the sites and relate the procedures to the characteristics of the sites. Forty-six hypothesized generalizations are presented concerning how and what influences facilitate the adoption of system-type innovations. Appended materials include comments on instrument development, sample data collection devices, and data tables.) (AG)

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- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

THE ADOPTION OF SYSTEMS INNOVATIONS IN EDUCATIONAL ORGANIZATIONS

A CASE STUDY OF OPERATION GUIDANCE

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1975

FOREWORD

A multitude of complex factors interrelate to facilitate or inhibit the acceptance of innovation in education. At the present time, very little knowledge of innovation adoption is based on scientific observation. Therefore, persons responsible for gaining the acceptance of innovations rely on intuition and personal experience when formulating diffusion strategies.

This publication reports research to identify factors which may affect the acceptance of innovations in school organizations. The information reported was derived from a case study of the field trial of a product being developed at The Center under the sponsorship of the National Institute of Education. Although the primary purpose of the field trial was further product engineering, the schools did go through a process of acceptance and utilization of the product prototype. The results of this study were viewed as hypotheses which can be used for further testing and substantiation of factors which influence the acceptance of innovations in school organizations, particularly innovations which involve a systems approach.

In addition to the authors, Ralph J. Kester and John Howard, Jr., appreciation is extended to many other individuals without whose participation this would not have been possible. We wish also to acknowledge the diligent efforts of the Operation Guidance Field Assistants in recording the process of adoption as it occurred and for their assistance to the research staff. We are grateful also to the personnel at the sites who spend time responding to questionnaires and interviews. Members of the Operation Guidance staff at The Center gave of their time and cooperated extensively with the study. In particular, Warren Suzuki and Paul Shaltry were of much assistance in this respect. Robert Lange, Ohio State University, and Joseph Giacquinta, New York University, provided helpful reviews of this publication.

Finally, appreciation is extended to William L. Hull, director of the program for his support and critical review.

Robert E. Taylor
Director
The Center for Vocational
Education

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CHAPTER I

PROGRAMMATIC BACKGROUND AND PURPOSE OF THE STUDY

Diffusion of Innovations Context

Much has been written about the process of change in various settings. If one refers to volumes such as Miles (1964); Havelock (1969); Rogers and Shoemaker (1971); Bennis et al., (1969); Hornstien et al., (1971); Zaltman et al., (1972); Corwin (1973); Gross et al., (1971) it becomes apparent that the question of how change should and does occur in educational and other settings is very complex. Very little standardization of terminology exists with respect to this area of inquiry. One of the primary reasons for the lack of standardization probably lies in the fact that various behavioral science areas such as psychology, social psychology, sociology, and anthropology are drawn upon to devise the concepts and framework of the discussions and studies. Each of these areas of study have a frame of reference and language which has evolved and serves to explain certain phenomenon and elements of the conceptual schema in which they operate. The specific study of how new ideas or new practices are accepted by individuals or groups is more in the area of the application of many of the principles these disciplines investigate rather than any primary or central focus of these areas of inquiry.

Over the past decade or so a growing body of knowledge has and is being generated which directly relates to how new ideas or newly generated knowledge is being and should be utilized. One of the most broadly used phrases for this area of inquiry is the "diffusion of innovations": The definition proposed by Katz et al., (1963) is one of the best for explaining the concept of diffusion as it applies to the spreading of the acceptance of new ideas. They define diffusion as the cumulative acceptance over time of some specific idea, or practice by individuals, groups, or some other adopting unit, linked to specific channels of communication, to a social structure, and to a given system of values or culture. The idea, practice, or product is most commonly referred to as an innovation. This implies that the particular product being proposed for acceptance is not now being used by the particular adopting unit and is therefore perceived as "new" by them. The term "acceptance" is interpreted here to mean the extent to which there is a "use and liking" of the proposed change. For example, unless a teacher uses a curriculum unit, it can be said that he/she has not accepted the unit. In addition, if the unit is used but no benefits (liking) come as a result of its use then it is not likely that he/she will continue using it, nor recommend it to another teacher.

The Problem of Diffusion in Education

Even though there is a considerable amount of existing knowledge concerning how innovations are and should be accepted, there is little evidence that such knowledge has led to any practical solution to problems related to the acceptance of innovations that have been developed. This seems to be especially true for the area of education.

In recent years numerous individuals have noted that although there is a growing amount of money being spent for the improvement of educational practice few worthwhile or long lasting changes have resulted. Norman Boyan (1969, p. 16) provides a similar comment when he reported that "the existing gulf between the performers and real or potential users of educational R (Research) and D (Development) shows no signs of becoming smaller. . . ." A year later Gallagher (1970, p. 3) agreed that "there is a tremendous amount of energy that needs to be spent on the whole problem of how do you change, how do you get new ideas and practices from one place to another. . . ." Marland (1971, p. 3) also reiterated the problem by stating that "more than $1 billion in federal research and development expenditures have produced so little in the way of tangible results in our schools. . . ." Following a similar line of thinking Glennan, Jr. (1972, p. 2), remarked that "another problem (with education) is utilization of research--applicability. That's a problem we've had especially in the past ten years. Social scientists have been very good at doing good projects that work in one place. . . ." What all of this says is that persons responsible for generating changes in educational settings have been relatively unsuccessful in translating money, time, and theory into actual changes in educational practice.

The problem is complex. We have some evidence that organized and planned efforts to change are more effective than simply assuming that a good idea will be accepted on its own merits (Rosenau et al., 1971; Crawford, 1972; and a report by the Center for Educational Policy Research at Harvard University entitled "Education USA," March 12, 1973.) Furthermore, from the initial discussion of this section it can be said that we have some knowledge (albeit fragmentary) about how change does and should occur. The major portion of this research addresses itself to the question of how change occurs and the factors affecting the acceptance of new ideas.

Programmatic Goals

Based on the discrepancy between the production of educational knowledge and the utilization of that knowledge as outlined above, a programmatic effort was designed at CVE to: (1) consolidate and organize existing knowledge in the area of the diffusion of innovations, (2) identify gaps in the knowledge about the diffusion of innovations, (3) devise research strategies which would assist in filling the identified knowledge gaps, and (4) translate the resultant knowledge into a form that would be of utility to persons responsible for facilitating the acceptance of innovations in educational settings.

Results of the Programmatic Effort to Date

The basic strategy that was used to accomplish the above goals involved four major steps. The first was to establish a conceptual framework from existing knowledge in the field of diffusion research. The second was to conduct survey research efforts to determine if underlying generalized dimensions of the various segments (domains) of the conceptual schema could be empirically determined. The third was to conduct a set of case studies of actual implementation efforts in order to assess the utility of the conceptual schema for identifying influential factors relating to the acceptance of educational innovations, and to assist in refining the subdimensions of the rather general categories of the conceptual schema. If the above strategies proved successful it would suggest that a fourth step would be that the information could then be translated into some type of guide or handbook for persons interested in planning and initiating change.

To date the programmatic effort, of which the research reported in this document is a part, has resulted in several outputs: (1) the development of a conceptual framework which assists in cataloging the various influences which may play a part in any change attempt (Hull et al., 1973); (2) a series of two research efforts which assist in identifying characteristics of innovations which are critical to the success of adoption (Hull and Wells, 1972; and Hull and Kester, 1973); (3) the identification of characteristics of educational practitioners which influence their response to change attempts (Kester and Hull, 1974); (4) a case study of the implementation of materials developed in connection with the Comprehensive Career Education Model (CCEM) project at CVE (Hull et al., 1974); and (5) a survey to determine educational practitioners' perceptions about the effectiveness of various tactics which could be utilized to gain the acceptance of innovations (Hull and Kester, 1975). The sixth major output is the case study of a major implementation attempt which is reported in this document.

Purpose of the Operation Guidance Case Study

The basic purpose of this case study was to identify factors which could be shown to have had a facilitating or inhibiting effect on the process and outcomes of the adoption of a product entitled Operation Guidance (OG). This innovation was being developed and tried in six high schools.

Objectives of the Operation Guidance Case Study

The objectives of the study were twofold. First, to identify factors which could be demonstrated to have had a positive or negative influence on the process of adopting OG relative to each site and then across sites. Secondly, there was an attempt to determine interrelationships between a selected set of factors (i.e., involvement in, attitudes toward, and expectations for OG) and certain biographical demographics of the faculty and staffs of the six schools.

According to the theoretical framework which is explained in detail in chapter two and the case study research design which is explained in chapter three, the following delimited objectives were used to guide the study.

1. To record and analyze the major events that occurred during the process of adoption at the six sites. This involved the who, why, when, how, and with what effect aspects of the process.

2. To assess the response of the faculty and staff of each school site to OG in terms of their involvement, attitudes, and expectations at three points in time during the adoption process.

3. To assess the effect of the perceptions of site personnel concerning the attributes of OG according to stages of adoption. Note that in this respect the adopting unit is the school and not the state, district, nor subgroups of individuals within the school. Although these other units were considered as influential.

4. To assess the effect of various strategies or tactics used to gain the acceptance or participation of the site personnel on their response of OG.

5. To assess the effect of situational or contextual variables on the process of adoption. Examples of the variables were; state or district involvement,

various organizational characteristics of the school, community characteristics, and events that occurred as a result of the general operations of the school which were directly or indirectly linked to the adoption process of OG.

6. To assess the interrelations among the various elements mentioned above.

Rationale for the Selection of Operation Guidance as a Case

Several factors combined to make the selection of Operation Guidance an excellent case to observe for the purposes of identifying factors that influence the adoption of innovations. First of all, OG consisted of a number of innovative elements as opposed to a monolithic product. In this respect OG had the potential of effecting a maximum number of potential responses to change in the setting in which it was introduced. Another aspect of OG which made it a desirable case to study was its systems design. This type of innovation has strong implications for accountability which is representative of a class of innovations presently being promoted for adoption in educational settings. A third reason was that the content and purpose of OG was consistent with the concepts of career education, and this area of education is of much interest to the National Institute of Education, the sponsors of the project--The Center for Vocational Education (CVE). The fourth reason was the fact that the Operation Guidance project was being developed and the implementation was being managed by CVE thus making information quite available to do the study.

The primary drawback for using OG as a case to study the adoption process was that the primary purpose of the OG project from the viewpoint of CVE was further development of the product. This meant that the responsibility for implementation and continued use of OG after the contract period was that of the schools which were involved. The fact that the product was under development undoubtedly had a major affect on the adoption process during the field trial at the sites.

CHAPTER II

THE THEORETICAL FRAMEWORK AND RESEARCH DESIGN

Introduction

The process of studying the adoption of programs in educational settings is at best complex and at worst nearly impossible. Several of the problems and limitations of such an effort will be enumerated in chapter three under the sections entitled "Rationale for the Case Study Approach" and "Limitations of the Case Study Approach." This chapter will outline in some detail the theoretical frame of reference that was used and specify the variables that initially guided the investigation.

Although numerous studies can be cited in the area of studying the process of adopting new programs in educational and other settings no significant consensus exists concerning a theory of that process. What does exist are some categories of potentially influential variables and some hints as to how some of the variables within those categories may interact under certain circumstances. Because of this paucity of theory to guide the investigation of this particular study, a theoretical framework was constructed from previous research and discussions associated with the process of social change. Much of the framework had been previously established as an integral part of the total programmatic effort of the research of which this case study was a part (Hull et al., 1973). Using this framework as the initial core, several other recent discussions, which were more closely related to the process of adoption of programs in organizational settings, were then used to further expand and delimit the framework to meet the particular situation of this research effort (Gross et al., 1971; Giacquinta, 1973; and Zaltman et al., 1973).

The Basic Change Paradigm

The change process was conceived as consisting of three phases: (1) antecedent; (2) interactive; and (3) consequent. The antecedent phase sets the conditions necessary for change to occur and consists of an idea or practice (i.e., innovation), a consumer or potential user of the innovation, and some promoter or advocate of the idea or practice not now being used by the consumer. Figure 1 (Time I) illustrates these set of elements in a timed sequence diagram across the three phases.

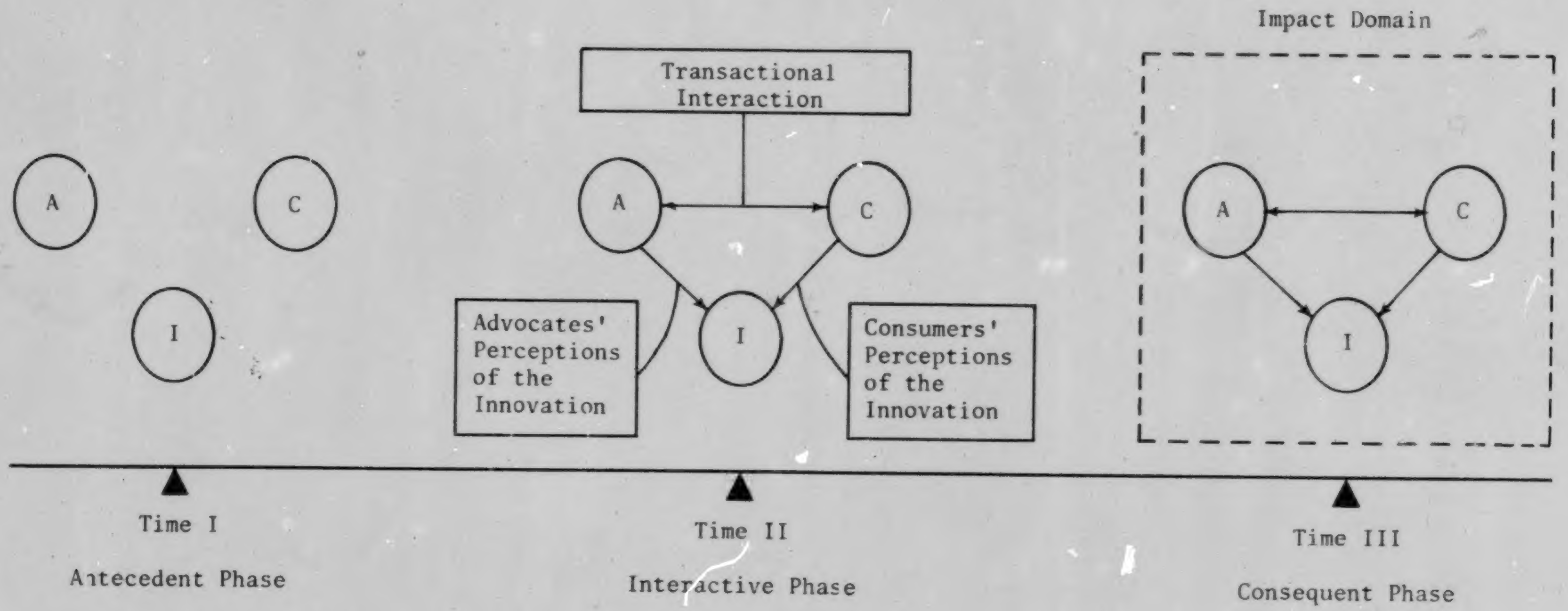
The consumer may be an individual, group, or organization. In essence consumers are the ones who want, need, or are being requested to use some innovation. The advocate also may be an individual, group, or organization. The distinguishing characteristic between the advocate and the consumer is that the advocate has either accepted or been charged with the role of promoting the innovation. Whereas, the consumer is the intended user of the innovation. The process of adopting any innovation will generally involve several advocates and several consumers. The third antecedent element is the innovation itself, distinct from the advocate or the consumer. The nature of the innovation will be discussed in a later section (p. 47).

The interactive phase (Figure 1, Time II) of the change process occurs when an advocate initiates contact with some consumer, or the consumer is motivated to contact some advocate or explore the possible use of some innovation. Once the interactive phase begins there is a division of role positions between those who are to become the users (consumers) of the innovation and those who are advocating its use. However, the advocates may very well be potential consumers also. The conceptual and analytical distinction is that the advocates are those who are promoting or are charged with the responsibility of implementing the change. During the course of the interaction certain consumers may become advocates and likewise certain advocates may become consumers. For example, a state supervisor who is introduced to the innovation may need to convince a district superintendent, who in turn may need to convince a building principal, who likewise may need to convince a set of teachers to use the innovation. Leithwood et al., 1974, have dubbed this process the sliding change agent relationship. Once the communication begins the initial consumers may begin requesting certain changes from the advocates. Thus the advocates may become consumers of changes which can be directly related to the innovation that they are advocating. This suggests that the interaction is both dynamic and complex.

Within the interactive phase varying degrees and types of communication are flowing between the advocate(s) and the consumer(s) over a period of time. This communication takes the form of various strategies, responses, and results with the context of certain states of relationship between the advocate(s) and the consumer(s). Before explaining the possible states it is important to note that the primary reason and substance of the communication is the innovation. Both the advocate(s) and the consumer(s) have their own perceptions of what the innovation really is and should be. The relationship between the advocate(s) and the consumer(s), therefore, has to do with whether they are in consensus, are cooperating, have

FIGURE 1

Timed Sequence of the Elements and Phases of a Change Process


Impact Domain
Transactional Interaction
A
C
I
A
C
I
A
C
I
Advocates' Perceptions of the Innovation
Consumers' Perceptions of the Innovation
Time I
Antecedent Phase
Time II
Interactive Phase
Time III
Consequent Phase

Key
A - Advocate(s)
C - Consumer(s)
I - Innovation(s)

formed a coalition, are bargaining, are attempting to co-opt one another, are in competition, are in conflict, or are attempting to disengage themselves with respect to being involved with the innovation. All of these suggest varying levels of adoption of the innovation (i.e., rejection, resistance or use) on the part of both parties.

At any point in time after the interaction phase begins one can conceptually talk about the consequent phase. The consequence (or impact) of the interaction between the advocate(s), the consumer(s) and the innovation is in fact the most general definition of change. This implies that the change or impact might take place in the advocate, the consumer, the innovation, or some combination of these. Hence, the dotted line around the set of antecedent elements in Figure 1 (Time III). The change itself might be in terms of cognitive, affective, or behavioral responses on the part of the individuals involved. Another aspect of the change might be an alteration of the innovation itself. In any specific study of a given change it is nearly impossible to determine all the consequences. Therefore, in this study it was necessary to delimit the potential changes which may have occurred. This is explained in a subsequent section entitled "Stages of Adoption in the Change Process."

In addition to the elements of the antecedent, interactive, and consequent phases of any particular change event there are a multiplicity of mediating variables. These mediating variables can be classified as being associated with various endogenous or exogenous aspects of the consumers, advocates, and/or the innovation. These factors may be associated with the particular setting or circumstantial characteristics; the past history of relationship with the advocate; the past history of experience with innovations; the events which occur during the interactive phase; the individual personalities involved; the various demands and role responsibilities of the individuals involved; the resource capacity; perceptions or other facts about the innovation; and numerous other such examples.

The challenge of research on the process of change is then to determine whether the essential aspects of the various phases and/or the mediating variables have either facilitating or inhibiting effects on the outcomes of a given change attempt. In attempting to meet this challenge with the particular change attempt described within this study it was necessary to more carefully define the variables that would and would not be observed. Again the purpose was to be as comprehensive as possible while at the same time work within the bounds of resource and intellectual restraints of the project. The reader will have to be the judge as to whether the outcome was a maximization of these two competing demands. The following discussions are a delimination of the variables or variable categories which were observed during the change attempt selected for this study.

Stages of Adoption in the Change Process

As the interaction between consumers and advocates begins and proceeds, stages of adoption can be empirically identified and differentiated. Before we discuss the stages as proposed in this study, it is important to understand how the concept of adoption was viewed in the context of educational organizations.

In complex organizations such as school districts and local high schools it must be emphasized that any stages of acceptance take place in a highly incremental manner. In other words when one segment (i.e., administrative level, or department) of the organization is going through one stage another segment of the organization is probably in either a previous or subsequent phase. To complicate things even more, there is no reason to believe that all members within a given segment designated as important to the acceptance, are homogenious in their stages or levels of acceptance. Therefore, the discussion of stages of acceptance must not be taken as absolute or comprehensive in its attempt to describe the acceptance process. It should also be noted and emphasized that various segments of an organization may require different information for the various stages of acceptance and have different levels or types of knowledge, behavior, or attitudes when demonstrating their acceptance of an innovation.

The proposition is made that organizational acceptance can be described as occurring in three fairly distinct stages or phases: (1) initiation, (2) implementation, and (3) incorporation. (Adapted from Giacquinta, 1973.) The discussion which follows defines each stage and then provides a brief translation of that stage in terms of observable criteria relative to the Operation Guidance innovation. A more detailed discussion of the criteria used in this study for assessing the level of acceptance at each stage is presented in chapter three under the discussion of instrumentation and data sources.

Initiation is the process that, when successful, leads to the introduction of the innovation into the organization. It is characterized by activities of organizational personnel such as: awareness of the existance of the innovation, interest in the potential of the innovation to meet perceived needs, requests for information, and mental evaluation of the appropriateness and feasibility of the innovation to be implemented within the parameters of local or individual constraints, and the actual decision to begin implementing the innovation. In the study of OG the initiation phase included the activities and responses of state, district, local school personnel (including students), as well as, selected local community personnel in connection with the project. The substages of initiation with respect to the innovation observed in this study (Operation Guidance - OG) included awareness, interest, evaluation, negotiation of the contract to field test, the contract to field test, and the orientation of the faculty and students of the selected school.

Implementation is the process that, when successful, results in the alteration of organizational members' behavior and attitudes so that they conform to the expectations of the innovation. It is characterized by activities such as; gaining participation of organizational members in the innovation, and carrying out explicit or implicit activities related to trying and testing the innovation. With respect to OG these activities include such things as; selecting the Steering Committee, selecting and conducting task force work, and developing and evaluating the implementation of specific outputs of the system, namely Career Development Units. The criteria during the implementation phase had to do with the completion of tasks, involvement in, attitudes toward, and expectations for the outcomes of OG.

Incorporation is the process leading to the stabilization or routinization of the new behavior so that the innovation becomes a regular part of the school's organizational procedures. This phase is characterized by the organizational members successful accomplishment of the defined tasks of the innovation, attitudinal and behavioral support of the expectations of the innovation; administrative verbal, financial, and personnel support; and the alteration of organizational policy and procedures to accommodate the expectations of the innovation.

The incorporation of OG involved the successful accomplishment of the tasks outlined in the six modules. It also consisted of involvement in, attitudinal support of the notion of career guidance, and programmatic evaluation of activities which were being conducted to achieve a meaningful program in that area. In addition incorporation implied verbal and budgetary support of activities consistent with career guidance by various administrative levels, the alteration of school and district policy which supported the notions of career guidance activities, and the successful guidance of students into the phase of their career progress after high school.

Due to the time constraint under which this study was conducted it was necessary to define incorporation in terms of a potential for continued use. Potential for continued use of OG was measured in terms of such things as administrative support, amount of resources set aside, the number of completed outputs there were as a result of the program, and the opinions of the faculty and staff.

Once it is understood that the acceptance of innovations occurs in some sort of steps or phases it is important to focus on the other critical aspects of the process of change, namely, the innovation itself, the interaction between advocates and consumers of the innovation, and the circumstantial or situational factors surrounding a change event.

Adoption of an innovation refers to all behavior of the specified consumers that indicates using and/or liking of an innovation being introduced to them. Adoption includes a range of behaviors from complete rejection through resistance, to nominal compliance, and potentially includes complete incorporation of all aspects of the innovation. From here on adoption and acceptance will be used interchangeably. Also the phrase "the innovation" and "the change" will heretofore be used interchangeably. The change which is initiated may be from within or outside the defined organizational boundary.

The only way to discuss the adoption of innovations in organizations is to say something about the behavior or attitudes of the individuals which constitute that organization or the results of those behavior attitudes. Ultimate acceptance is to have all individuals, specified as affecting or being affected by the innovation, acting in a positive manner relating to the expectations of the innovation as someone defines those expectations. The key to analyzing the process of acceptance is to determine what the individual and collective stages are which make sense both conceptually and empirically, and then to specify criteria which can be used to determine the level of acceptance at various points in time. Once this is done identified influences can be attributed to inhibiting or facilitating the acceptance of a given change.

Innovation Characteristics Important in the Change Process

It is both logical and obvious that the type of innovation and the way it is perceived by both the advocates and consumers will have an affect on how it is accepted and used. The theoretical framework views an innovation in terms of its concrete or operational aspects such as official purposes, content, procedures, size, cost, and materials; and the way it is perceived by those who are supporting (advocating) its use and those who are being called upon to accept it (consumers).

The concrete aspects of the innovation define the type of innovation that it is. Theoretically, innovations can be discussed in terms of three basic types: (1) an idea; (2) a product or technique; and (3) a process or program.

An idea is a rather vague suggestion with no materials or procedures to follow but has some general content which is focused on a specific or general need. For example it might be suggested that there needs to be more coordination of curriculum between the mathematics and science departments in a school. A product or technique is a more specific innovation and would have some guidelines, materials, or procedures to follow in order to meet a fairly specific need. Also in this definition a product or technique is something which could be used by only one individual. Probably the most familiar product in school settings is the curriculum guide. Others would be textbooks, or commercially developed packages such as the Science Research Associates reading or mathematics materials. A program or system can be considered as a much more sophisticated product or technique which requires the involvement of a number of individuals within a particular segment of the organizational structure of a school system. For example the Individually Guided Education program developed under the sponsorship of the National Institute of Education necessitates the involvement of all personnel within a given elementary school in order for it to be successful.

Most innovations are combinations of these basic types. For example modular scheduling as an innovation has the idea of providing flexibility in the scheduling of curricular activities. It also may be presented in product form as a set of fairly specific guidelines and activities that must be performed if a school is to implement such a program. In addition, the total objective of modular scheduling is to provide a process through which other changes or desired outcomes might be implemented. In this latter sense modular scheduling is not an end in itself but a means to an end or a process. In the section entitled "Description of Operation Guidance" a detailed description of the idea, product, and process aspects of Operation Guidance are discussed.

The other aspect of innovation characteristics is how the innovation is being perceived by the advocates and consumers involved. The types of concerns and questions that consumers have as they are introduced to some innovation will have a major affect on how well they receive, learn about, and subsequently make some decision on what to do with it (Hall, 1974).

A recent paper by Hull and Kester (1974) serves the purpose of synthesizing the results of a two phased research effort to determine the affect of the perceived attributes of an innovation on the adoption process.

This two phased research effort resulted in the identification of six dimensions which can be used to categorize the critical or most important attributes of a given innovation. The definition of these six dimensional attributes and the profile of Operation Guidance with respect to them is provided in the section entitled "Perceived Attributes of Operation Guidance." The labels used for these six categories are the: (1) student-user concern orientation; (2) additional resources requirements; (3) organized resistance potential; (4) consumer report rating; (5) credibility; and

(6) operational implementation concerns. Rather than duplicate the discussion at this point the reader is referred to the section mentioned for further detail concerning the perceived attributes which were observed (pp. 51-55).

The Interaction Between Advocates and Consumers as an Element of the Change Process

The advocates and consumers and the actions they take play a pivotal role in the theoretical framework of this study. It should be remembered that the term "advocates" refers to anyone who during the process of the adoption of an innovation is observed to be promoting the use of the innovation. It may be that an advocate voluntarily begins to see some reason to promote the use of the innovation. On the other hand the advocate may simply be charged with the responsibility of promoting it. Whatever the case may be or who they are and how they act is proposed within this framework as having a major affect on the acceptance of the innovation in question. Consumers on the other hand are persons who are being requested to be involved with the innovation.

In order to deal with this area of observation in a conceptual sense the characteristics of who the advocates and consumers were was separated from the characteristics of their actions. The who aspect of the advocates refers to such things as were they previously a member of the organization, what was their perceived role, what kind of relationship was established between them and the consumers, what kind of status or legitimacy did they have with respect to the organization, and what kind of values did they hold relative to the innovation. The who aspects of the consumers were essentially parallel to those of the advocate.

The actions of the advocates and consumers are conceptualized as a characterization of the motivation, intent, and strategies and tactics they use to promote (advocates) or respond to (consumers) the innovation and its introduction to them. The motivation and intent of the advocates and consumers are nearly impossible to observe and can only be conjectured from observations and comments from several points of view over time. The actions on the other hand are quite visable. The theoretical framework classifies these actions with the use of a three category schema of tactics: (1) informative tactics; (2) persuasive tactics; and (3) coercive or power tactics. These categories are seen as the basic elements on which actions and reactions occur. Seldom does a given type of action occur independent of the others. Generally there are varying degrees of tactic types in every action of the advocate.

Informative tactics are usually the easiest to spot. With respect to the advocate they often consist of such things as showing or telling the consumer about the facts of the innovation. The medium of communication is many times a brochure, news article, demonstration, or lecture about the innovation. The consumers may use informative tactics to request more details concerning the innovation or to clarify some point. The primary intent of a purely informative tactic is the objective transmission of information about the change through personal or media channels.

Persuasive tactics are much more subtle and difficult to detect. The message of a persuasive tactic suggests that the change meets some specific need which the advocates perceive the consumers have or vice versa. For example the advocates might suggest that the innovation will save time in accomplishing certain responsibilities of the consumer. Or they might appeal to the consumers' professional responsibility by indicating that the innovation is highly consistent with the needs of those they serve (e.g., the students). Another example of a persuasive tactic is to associate the change with sources which are credible in the consumer's eyes, such as; experts, reputable institutions, or individuals deemed respected by the organizational members. Consumers might use similar persuasive tactics to gain more information, subvert, or divert the intent of the advocate.

Coercive or power tactics are generally easy to observe. Coercive tactics can only be exercised if an individual has a position of power to sanction the actions of another and thus attempt to force the change. Sometimes the advocates or the consumers are not aware of the potential coercive power that they possess. Some examples of power tactics are legal mandates, the application of bureaucratic rules, a superior's directive, simply the presence of the consumers' superior, the use of "experts," the manipulative use of a close friend relationship, and boycotts and strikes.

These three categories of actions or tactics i.e., informative, persuasive, and coercive describe the various actions and responses which occurred between the advocates and consumers relative to the introduction, implementation, and final incorporation of Operation Guidance. These categories, like the others, were used to guide the observation in this area but did not restrict our observations.

Contextual and Circumstantial Factors as Mediating Influences in the Change Process

It is axiomatic that change in educational settings is going to be mediated by various pressures and demands brought on by such characteristics as the type and size of the school, district, and state organizational structure. In addition the management style or the way in which "business" is conducted at the various state, district, and local levels will also have an influence. Likewise it is impossible to fully characterize an organizational setting without also describing those individuals who constitute its ability to function. Also it is obvious that schools do not operate in a vacuum to many other circumstantial factors. District or state schedules and demands, various community influences such as minority interest groups and parents, and even the weather conditions impact on the administration of schools. Therefore, in the discussion of the mediating influences of contextual and circumstantial factors it is essential that the characteristics of the various individuals who make up that organization, the organizational structural arrangement, as well as various other events and contextual influences, be discussed.

Corwin (1973) provides the most comprehensive effort to date of assessing the effects of some of these contextual variables on the adoption of a major educational innovation from both an organization and individual viewpoint. His final analysis resulted in the reduction of thirty-seven variables to seven major factors. The labels of these factors are presented here to illustrate the comprehensiveness of Corwin's effort: (1) quality and modernization of the context; (2) professionalism and social liberalism of the staff; (3) organizational control by the schools; (4) competence of the administration; (5) quality and interdependence of boundary personnel; (6) competence and status of teaching staff; and (7) uniqueness of outsiders. It can be seen that the factors which had an effect on the changes brought about by the Teacher Corps were associated with both organizational and individual characteristics. Many other studies have catalogued certain organizational characteristics having an affect on change. (The reader is referred to the following references for other literature in this area: Hull et al., 1973; Zaltman et al., 1973; and Giacquinta, 1973.) Two out of the four major barriers to the adoption of innovation in the Gross et al., (1971), study were also concerned with the organization and its members: (1) the capability of members of an organization to implement the innovation; and (2) the compatibility of organizational arrangement to the innovation.

The organizational characteristics used in this study were designed to characterize in a somewhat quantified manner some basic attributes of the school organization which in turn could be expanded upon through a descriptive narrative. The process used to roughly quantify the organizational characteristics of the schools studied is provided in the methodology section (pp. 33-34).

Five basic organizational characteristics were used. These characteristics were similar to some used by Corwin (1970) in his study of conflict in high schools. The five were: (1) centralization of decision-making; (2) standardization of practices and procedures; (3) supervision of personnel; (4) complexity of the organizational structure; and (5) heterogeneity of the staff. The first four are concerned with the organizational structure and the fifth assists in characterizing the nature of the faculty and staff as a whole. Although this was definitely not comprehensive it did provide a reasonable profile of the organizational and individual membership structure of the schools in the study.

Centralization of decision-making was defined as the degree to which decisions concerning the conduct of the school were made by one individual or a relatively small set of individuals such as the administrators in the school. The contrast to this was that most decisions were made autonomously by teachers or by groups of teachers.

Standardization was concerned with determining to what extent the teachers were free to select and use their own textbooks, lesson plans, and tests. This also encompassed the use of standard guidelines and procedures for other aspects of conduct in the school such as purchase forms, procedures for requesting materials, and allowing students out of class.

Supervision was defined as the degree to which administrative personnel had control over school policies. Or, to what extent were rules enforced and evaluation of practices carried out.

Complexity of the organizational structure was a concept developed to assess the extent to which the organizational arrangement of the school was divided into separately and relatively independent departments. Separate departments were defined as ones having their own separate area of responsibility.

Heterogeneity was a concept to assess the degree to which staff members represented a cross-section of such things as philosophies, biographical and educational background, racial diversity, and male/female differences in the schools. A low rating on heterogeneity meant that the staff of the school was very similar in the above respects.

In addition other organizational related factors which were observed and recorded were the official organizational charts and diagram of the flow of communication relative to role positions concerning Operation Guidance. Also data such as the number of professional staff in the district and school, number of students by grade, and the proportion of ethnic class representation in the student body was also provided as an input to the characterization of the organizational and individual aspects of the school structure.

No particular attempt was made to hypothesize any particular relationship between these organizational and staff characteristics and that which might exist or occur during the process of adopting

Operation Guidance. This was simply used as an analytical schema which assisted us in looking at much of the qualitative data that was gathered. Among the data within a given school it became apparent that certain of these characteristics were either implicitly or explicitly brought out as a factor which either acted as a facilitator or barrier to the adoption process. Likewise the synthesis of the data resulted in some conclusions which could be drawn across sites relative to the affect of these factors on the degree of implementation or potential for continued use.

Other contextual or situational characteristics were differentiated from organizational and individual characteristics in that they were seen as being more a part of the local or state community within the site or interorganizational rather than an integral part of the site's organizational structure or function. Hull et al., (1973), in a review of community characteristics points out studies which have looked at such factors as the population of a community, the geographic location (e.g., urban, rural, or suburban), the socioeconomic background, and various types of community pressures and values which may influence the acceptance of new ideas.

In this study the community of the school was really threefold: (1) the attendance area community; (2) the district community; (3) the state community. All three of these communities plus the interrelationships between them had potential for influencing the acceptance of Operation Guidance.

Because of the broad nature of the data base, the attempt was to leave the contextual characteristics somewhat open-ended and decipher the data to determine if these factors were either implicitly or explicitly affecting the acceptance of OG. Eight situational descriptors of each of the community were collected to assist in characterizing the setting of each site. These were: (1) the pupil expenditure of the district; (2) the community per capita income; (3) the community population; (4) the geographic location of the community; (5) whether the school qualified for ESEA title I funds; (6) the work structure of the families of the students in the school; and (7) the location (e.g., urban, rural, or suburban) of the student population.

Beyond these rather observable and quantifiable variables some less tangible aspects of the setting were also taken into consideration; such as the existance of minority or other community interest groups which affected the acceptance of OG. It was hypothesized that since Operation Guidance was designed to promote notions of career education and accountability the current emphasis of the state department and local district would influence the adoption process. In connection with this the relationship between the state department and district or school was conjectured to have some possible influence. We also suspected that since OG called for some involvement of parents and the community the relationship between the school and the community might very well play a part in the adoption process. Along with this the norms or expectations of the community concerning the role of the school could have had a possible affect. Finally the school board and its response to the implementation was another possible area of influence on the adoption process.

In sum, it was known from previous research as well as our own experience that these types of contextual or situation characteristics could very well have major affects either directly or indirectly on the manner and degree to which Operation Guidance was received or accepted in a given school. However, it was not clear as to what specific characteristics might be most influential. Therefore, the theoretical framework included this category of variables and specified it to some degree but kept it open-ended so as to include either more specificity or other possible influences which were not originally identified.

Summary of the Theoretical Frame of Reference

A set of propositions are posited as a summary of the theoretical framework. These propositions (P) and corollaries (C) are a synthesis and adaptation of some submitted by Giacquinta (1973) and those inherent in the conceptual framework by Hull et al., (1973), as discussed in this chapter.

P_1 Change in the attitudes, cognitions, and/or behavior of humans is the consequence of an interaction between individuals proposing and others involved in accepting and/or using some idea, product, or process not now being used.

$C_{1.1}$ The antecedent conditions to change are: (1) a suggested change in the form of an idea, product, or process not presently being used (an innovation) by a selected user; (2) a potential consumer or user of the change; and (3) an advocate of change.

$C_{1.2}$ In addition to the antecedent conditions an interaction takes place through actions and responses of the advocates and consumers along with their separate perceptions of the innovation.

P_2 The process of organizational change in school settings, if successful, occurs in three distinct phases: (1) initiation; (2) implementation; and (3) incorporation.

$C_{2.1}$ Each phase is antecedent to the previous phase.

$C_{2.2}$ Completion of one phase does not imply that the consumer will move to the next phase.

$C_{2.3}$ Concerns expressed in each phase are not necessarily the same.

$C_{2.4}$ Subphases such as awareness, interest, evaluation, involvement, and integration will occur in varying degrees by individual and groups of individuals within each of the three phases.

P_3 The phases of the change process are mediated by: (1) characteristics of the innovation, (2) actions which occur between the advocates and the consumers, and (3) characteristics endogenous (within) the exogenous (external) to school personnel and the structural properties of the school organization in which they are a part.

P_4 Factors influencing the initiation phase do not necessarily influence the implementation or incorporation phase in the same way.

$C_{4.1}$ Factors influencing the implementation phase do not necessarily influence the initiation phase or incorporation phase in the same way.

$C_{4.2}$ Factors influencing the incorporation phase do not necessarily influence the initiation phase or implementation phase in the same way.

CHAPTER III

METHODOLOGY

Introduction

One of the most critical aspects of reporting any study is the careful description of how and with what research tools the inquiry was conducted. These issues are dealt with in this chapter. A brief rationale for the use of the general case study approach is given which is then followed by a discussion of the limitations of such an approach. Once this is accomplished a fairly precise presentation is given of the specific variables or variable categories, the operational definitions of those variables or categories, the method which was used to collect the data, and the data sources. This description of the data collection strategy is followed by a discussion of the manner in which the various data were analyzed.

An attempt was made to be as brief and concise as possible in the body of the chapter. This is why you will find reference to some appendices which explain in greater detail some things such as the actual instrument development process of particular instrumentation sets.

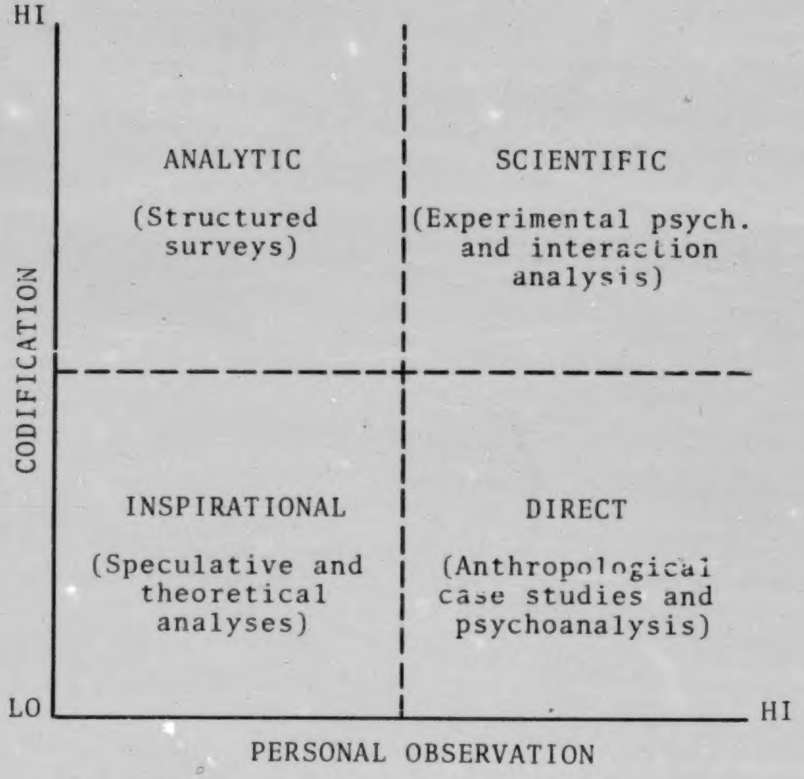
Rationale for the Use of the Case Study Approach

In the course of developing an inquiry into any phenomenon the researcher is faced with the question of what techniques he is going to employ to collect the information necessary to answer the question(s) being raised. A case study approach using a variety of data collection techniques was selected because it was determined to be the most appropriate for the situation and purposes of the study. Thompson et al., (1960), has pointed out that there are basically two dimensions of inquiry; (1) personal observation, and (2) codification of observations. If one assumes that these are orthogonal dimensions various patterns of research efforts within this two dimensional domain became apparent. Thompson points out four such patterns: (1) analytical, (2) scientific, (3) inspirational, and (4) direct. Figure 2 provides an illustration of those patterns.

Each of the patterns are characterized in terms of how much codification and personal observation is used in the methodology

FIGURE 2

Types of Data Collection Methodology[a]


HI
ANALYTIC
(Structured surveys)
SCIENTIFIC
(Experimental psych. and interaction analysis)
CODIFICATION
INSPIRATIONAL
(Speculative and theoretical analyses)
DIRECT
(Anthropological case studies and psychoanalysis)
LO
HI
PERSONAL OBSERVATION

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[a] Based on a paper by Thompson et al., 1960.

of the research effort. The analytic style is very high on codification and low on personal observation. General surveys with codified responses which are mailed out to a set of randomly selected respondents would be a prime example of an analytical methodology. The scientific style uses both a high degree of codification and personal observation. Many of the experimental psychology studies are conducted under such circumstances. Another example of this would be the teacher-student interaction analysis studies which presently are somewhat popular in educational circles. The inspirational methodology is characterized as having a low degree of codification and personal observation. Research conducted under this methodology is generally quite speculative and theoretical. The fourth methodological pattern is the direct style. This style uses a high degree of personal observation but a low degree of codification. Many anthropological studies such as ethnography studies use this type of methodology.

Corwin (1973) in his case study of factors effecting the implementation of the Teacher Corp program used a mixture of these methodologies for various aspects of his research effort. Corwin advocates this approach in order to maximize the collection of information which may be impacting on the field setting.

In any type of research study where there is an attempt to explain some phenomenon in a real setting, as opposed to some contrived phenomenon, the researcher generally has very little control on a multiplicity of variables which may be influencing the situation. The researcher, therefore, must set up the theoretical framework within which he will conduct the study and then collect data using a variety of methods in order to cross check the validity of any specific relationships that begin to emerge from the investigation.

Gross et al., (1971) uses a quote from Homan, (1949, p. 330) in their discussion of research procedures in such cases which is very apropos: "people who write about methodology often forget that it is a matter of strategy, not morals. There are neither good nor bad methods, but only methods that are more or less effective under particular circumstances in reaching objectives on the way to a distant goal." This is very much the case when one considers studying the process of change in educational settings. The researcher must consider such things as gaining entry into the settings he wishes to study, spending time, effort, and money to collect data over a period of time (by definition change does not occur at points in time), being as comprehensive as possible in the data collection effort while at the same time not destroying the capacity to synthesize his findings, and using techniques which protect the rights of those being studied.

The decision to use a case study approach for the investigation report here was based on several reasons. One was that the intent of this study was to determine what the primary influences were on the acceptance and use of the specified innovation over a stated period of time. The situation was similar to that of a natural experiment (Barnes, 1964, p. 102). Therefore, all of the previous discussion concerning the use of a variety of data collection techniques under a case study made is relevant. Another major reason was that existing theory concerning what the primary influences in a change attempt might be is not definitive. The theoretical framework could guide the investigation but is not specific enough to test any specific casual relations. This meant that the data collected would vary considerably in specificity from analytical to direct methods. A final reason was the fact that there were a number of logistical and resource limitations that suggested a case study methodology would allow some freedom to investigate those variables which were feasible to observe.

Limitations of the Study

Under a case study methodology there are admittedly certain limitations which qualify the outcomes of the investigation. Corwin (1973, pp. 31-32) in his discussion of the "Conditions of Research" in his study of the teacher coprs outlines seven such limitations. Six of these are very applicable to this study.

1. Multiple and Ambiguous Objectives. Corwin points out that in many cases objectives of innovations are left ambiguous in order to take into account variations in the setting in which it is implemented. Another reason may be that program directors leave the objectives ambiguous so that neither the success or failure of the program can be judged according to any single set of criteria. The data in this study show that the Operation Guidance objectives were multiple and in some cases ambiguous and therefore both of the reasons given seemed to be operating.

2. The Criterion Problem. In the implementation of any major program with multiple objectives it is difficult to identify what specific changes in behavior are expected on the part of those involved. In addition it is difficult to determine whether results that do occur, will be incorporated. That is, it is difficult to know whether the program is implemented or would be incorporated when it was not clear what was expected in the first place.

3. The Measurement Problem. Numerous things dictate against the use of precise measures of variables in question. The state of art in the measurement of social science variables is still primitive. To develop precise instruments takes considerable time

and resources. Generally researchers are left with developing their own relatively modest instruments. In the case of this study the resources were considerably limited. The instrumentation was therefore severely curtailed.

4. Heterogeneous and Changing Nature of Experimental Programs. The data in this study clearly show that Operation Guidance went through considerable metamorphosis during the observed time period. In fact, the trial period as observed at the sites was purposefully a development period also. As was mentioned in the section concerning the rationale for selection of OG, the uncompleted and testing nature of the project undoubtedly had an affect on the adoption process.

5. Complexities of Social Life. Life in any social setting is affected by a multitude of variables. The variables interact overtime and result in other influential variables in a spiral manner. No study can account for all of these affects. The theoretical framework necessarily limited the number of variables that we observed and therefore placed a certain amount of selective perception on the investigation.

6. Charismatic Effects. In the course of any program some individuals become very attached to them. If these individuals are effective advocates they may be able to "sell" the program irrespective of its weaknesses. There was an attempt in this study to take account of such actions on the part of those who accepted or were charged with the responsibility of implementing the program.

A seventh limitation that Corwin did not mention was the quality of the data. When collecting data in a field setting it is nearly impossible to control for the selective perceptions of the observers. The task of collecting data for this study was a secondary responsibility of the "participant observers." This along with the fact that their loyalities in a crisis situation likely went to their school employers and, as a result, undoubtedly inhibited the collection of some pertinent data.

In addition to but consistent with these seven general limiting influences, this study was affected by some other more specific circumstances. One of these more specific limitations was the small amount of resources in terms of time, money, and personnel allocated to the task. An additional corresponding limitation was the complexity of the process of adoption which was being investigated. Because of the limitation of resources, the number of potentially influential factors, and the dearth of instrumentation in the field of adoption of innovations in organizational settings, it became necessary to use rather modest instrumentation to collect appropriate data.

Added to these limitations listed above, there was also the fact that the adoption circumstances of the guidance system were somewhat unique in two respects. First of all the system that was being used as a career guidance system was not a total career guidance program with prescribed content. It was better depicted as a system or set of procedures through which a high school would establish its own career guidance program. The innovation in question did provide a good example of a system type innovation (see the conceptual framework discussion for more detail of this point). What this means is that the career guidance system as described in this paper may be somewhat atypical within the set of all career guidance systems. For convenience, however, the innovation under investigation in this study (i.e., OG) will be referred to as a career guidance system.

The second unique aspect of the adoption setting was that the major purpose of the CVE developers (as distinguished from the CVE investigators of adoption) during the time of the study was to further develop and test particular aspects of the system. This meant that the system was in a somewhat continuous state of trial and revision. Therefore, it is logical that much of the comment about the system recorded during the study was due in part to its uncompleted nature.

Considering the influence of all these limitations on the study may leave the reader with the feeling that not much "good" can come out of such case study efforts. This is definitely not true. It is a matter of what is expected. If you expect very conclusive definitive statements about what happened and what were the causes then the case study approach would be a very dissatisfying experience. On the other hand, if you are attempting to formulate theory and build a repertoire of documented accounts to support certain hypotheses, then the case study becomes the logical methodological tool. Also the results do have a "ring of truth" which is difficult to deny. To the degree that the data can be cross checked through various data collection means the researcher and the reader can be confident that the case study approach did generate meaningful and worthwhile information. The above has some validity with regard to one of the major objectives--to identify factors that facilitate and/or inhibit acceptance of innovations.

Instrumentation and Data Sources

As pointed out in the rationale concerning the use of the case study approach the data collection methods and types of instrumentation in this study vary considerably. The following discussion provides a complete overview of the variables and/or variable categories which were observed, the instrumentation that was used to collect that data, how the data was collected, and the data sources.

The instrumentation included: (1) a survey designed to assess the degree of involvement, attitudes toward, and expectations for OG; (2) a quantified profile of the perceived characteristics of OG as an innovation; (3) a quantified profile of the perceived organizational characteristics of the schools; (4) a set of three indices to catalog the degree of adoption in terms of the phases of initiation, implementation, and incorporation or in this case potential for continued use; (5) a collection of selected facts concerning various demographics of each site community, school district, and school, which were used in the description of the sites; (6) a set of charts which depicted the basic formal staff line organization structure of each of the sites from the state to the district to the local school. (In addition, these charts also illustrated the amount of communication and between what segments of the formal structure information about OG flowed); (7) a record of incidents or events which occurred at the sites which had a potential effect on the adoption of OG; and (8) a chart illustrating the amount of activity with respect to OG that took place each month through the duration of the project at each site. These particular efforts along with some additional parts of the ongoing documentation effort required by the CVE personnel responsible for the developmental aspects of the OG project provided the base from which all of the data presented was gathered, analyzed, and synthesized for this report.

Table 1 provides a comprehensive summary of the eight instrument categories, the variables within these categories (when appropriate), the operational definitions of those variables, the type of instrument or data collection method which was used, and the data source. The discussion of the development of each of these instrumentation sets and examples of the instrumentation is provided in Appendix A.

With the instruments mentioned above in mind, which were designed to collect information on a selected set of variables, the following list explains, in summary, the basic methods and sources used to collect the data:

1. Interviews with selected field site personnel at the state, district and local level (including students).

2. Field notes of the field associates via their documentation of activities, events, and other information required by the development staff. (See

TABLE 1

Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
I. Operation Guidance Product Survey (OGPS)		The OGPS was a paper and pencil type survey of opinions consisting of four sections: (1) a selected set of 13 biographical demographics; (2) a checklist of 22 items to assess a respondent extent of involvement; (3) a set of 23 items with Likert type 5 response categories to assess the respondent's attitudes toward various aspects of OG; and (4) a set of 18 items with Likert type response categories to assess the respondent's expectations concerning various aspects of OG. In the third sample of the instrument three questions were added which concerned the perceptions of the faculty and staff concerning the continuance of use of OG.	The instrument was administered to samples of the faculty and staff of each of the six field sites of OG during the last year of implementation. The first was a 25% random sample. The second a 50% random sample and the third a 100% sample.
A. Attitudes toward Operation Guidance			
1. Appropriateness	The extent to which OG was perceived as relevant to and consistent with the goals and objectives of the school's students, and general philosophy.		
2. Technical Adequacy	The extent to which the materials, procedures, purpose, validity and other technical aspects of OG were perceived as meeting the faculty's and staff's expectations of professional quality and understanding.		
3. General Support	The degree to which it was perceived that various segments of the school community (e.g., faculty and staff, school counselors, administration and school board) were supportive of OG.		
4. Personal Relevance	The degree to which OG was perceived by individual staff members to be consistent with their personal and professional goals.		

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
I. OGPS (cont'd.)			
B. Expectations			
1. Better Guidance	The expectation of OG helping students make better career decisions by providing more time and better techniques for dealing with guidance needs.		
2. Change of Roles and Relationships	The expectations that OG will change the way individual teachers and others view their roles and responsibilities relative to the school guidance program.		
3. Efficient Use of Existing Resources	The expectation that OG will not be cumbersome and will assist in identifying resources and using those expeditiously to provide guidance services.		
C. Involvement	The amount of exposure or contact an individual has had in terms of the number of OG activities in which they have been involved.		
II. Innovation Characteristics Rating Scale (ICRS)			
A. Student-User Concern Orientation	The degree to which OG was perceived as relevant and/or appropriate to the needs of the	The rating of innovation characteristics was a structured	Twenty-one respondents were selected from

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
II. ICRS (cont'd.)	students and whether the content was relevant and/or appropriate for those who will be involved with the innovation.	interview instrument. The purpose and definitions were read to the respondent and the respondent was then requested to rate OG as low (1), medium (2), or high (3) on each of the six characteristics.	members of the development and field site staffs who were considered very knowledgeable about OG.
B. Additional Resource Requirements	The degree to which OG requires the allocation of people, time, space, equipment and money beyond that which is presently available or able to be reallocated.		
C. Organized Resistance Potential	The extent to which OG reflects values which are contrary to significant groups of individuals within the consumer (user) population.		
D. Consumer Report Rating	The extent to which OG is accompanied with cost/benefit information such as: (1) field test data; (2) assurances of success; (3) clearly stated overall cost; and (4) its relative advantage.		
E. Credibility of Source	The degree to which the organization(s) or individual(s) who produced the change and/or the organization(s) or individual(s) proposing the change are viewed as respected (held in esteem) by the users.		

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
II. ICRS (cont'd.)			
F. Operational Implementation Concerns	The extent to which the innovation requires the reallocation of time, personnel, money and alternation of policies or organizational protocol.		
III. School Organizational Characteristics Rating Scale (SOCRS)		The rating of the organizational characteristics was accomplished through the use of a structured interview. The respondents were given the purpose of the ratings and the definitions of the five school organizational characteristics. They were requested to rate each school in question as to whether it rated low (1), medium (2), or high (3) on each of the characteristics.	Seven respondents were selected who were judged by the researchers as knowledgeable about each school. These respondents were either part of the development staff of OG or a member of the faculty and staff of the particular school in question.
A. Centralization of Decision-Making	The degree to which decisions concerning the conduct of the school are made by one individual or a relatively small cell of individuals such as the administrators in the school.		
B. Standardization	The extent to which the teachers were to have used a defined set of textbooks, lessons plans, tests, and organizational procedures.		
C. Supervision	The extent to which administration had control to enforce and evaluate adherence to rules and standards of professional practice.		

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
III. SOCRS (cont'd.)			
D. Complexity	The extent to which the organization management of the school was divided into separate and relatively independent departments.		
E. Heterogeneity	The degree to which the faculty and staff represented a cross section of differences in such things as; philosophies, biographical and educational backgrounds, racial heritage, and gender.		
IV. Degree of Adoption Indices (DOAI)			
A. Initiation	The extent to which the individuals responsible or those planned to use the innovation (consumers) became aware of the innovation, became interested in it, mentally evaluated it, and made a decision to try it.	Each of the three stages of adoption was assessed using a semi-structured interview format and the collection of information from documented records.	For the questions requiring respondent's judgments, members of the development staff including the field associates were selected.
B. Implementation	The degree to which the consumers conformed to the expectations of the innovation.	Although four stages are defined here only three were actually observed.	

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
IV. DOAI (cont'd.)			
C. Potential for Continued Use	The extent to which there was a high probability that the consumers will continue their support and use of the innovation.		
D. Incorporation	The degree to which the expectations of the innovation became a routine aspect of the consumer's organizational and/or individual behavior.	The extent of Potential for continued use had to suffice for the degree of incorporation.	
V. Site Demographics			
A. Community/School	The site demographics were a set of selected facts concerning three aspects of the site. Each fact is self-explanatory.	No instrument was used to collect the facts. The means of data collection was to have the field associate at each of the sites compile the facts after the researchers sent a list of those needed.	The field associates used various data sources. In some cases information had been collected at a district or school level for other purposes. At times the field associates had to approximate based on insufficient sources.
B. District			
C. School			

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
VI. Formal Organizational Structure and Flow of Communication Concerning Operation Guidance.	The formal organizational structure of the state, district, and local school consisted of the basic line staff relationships of the functional roles, which existed during the period of time observed. The flow of communication was defined as the amount of contact or discussion about OG was made between various formal and informal links within the basic organizational structure of each of the six settings.	No particular instrumentation was used to collect this information. The field associates were requested to provide organizational charts of their particular situations. The flow of communication was a judgment of the researchers based on an analysis of the total data set.	The data for the organizational charts came from either formal documents of the site or were constructed by the field associates based on knowledge they were able to gather together from themselves and others who they judged were knowledgeable about these things. The communication flow data was based on a careful analysis of the documentation and field site visits made by the researchers.

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
VII. Critical Incidents	Critical incidents were defined as events which either at a point in time or over a period of time were judged to have had a positive or negative influence on the process of completing the work related to OG and obtaining quality outcomes.	No particular instrumentation was used. A critical incident format was discussed but it was found that the daily and weekly logs and product memos were sufficient for the needs of both the developers and the researchers.	The field associates as a normal aspect of their task were requested to maintain a weekly log. On the format for the log they were to record such things as project activities, system use/functions, and critical incidents. This was one source. Another source was field site visits and interviews with the field associates or others to expand or confirm those incidents which were recorded in the daily logs by the field associates. Phone

Table 1 Instrumentation, Variables, Type of Instrument, Method of Administration, and Data Source (cont'd.)

Instrument and/or Variable Label	Operational Definition	Type of Instrument/ Method of Administration	Data Source
VII. Critical Incidents (cont'd.)			interviews with the field associates were also used to clarify identified critical incidents or identify others. Other critical incidents were identified as a result of the process of analyzing and synthesizing the total data sets on each of the sites.
VIII. Activity Pulse Chart	Activities were defined as those actions recorded by the field associate as "Project Activities" on the "Weekly Activity Summary" sheets designed and filled out by the field associate of each site. Recorded events not directly associated with Operation Guidance or events such as "received a letter" or "received materials" were not counted.	No data collection instrument was necessary except a tabulation of activities by month.	By definition the sole source was the "Weekly Activity Summary" sheets in the documentary records of the developers.

Appendix C for an example of the daily and weekly forms the field associates were required to use.)

3. Documentation records of the development staff which included:

    a. a correspondence file

    b. trip reports on visits to the field sites

    c. memoranda records among the development staff which included the field associates

    d. official quarterly monitoring reports made by or to the representatives in charge of monitoring the project at the state level

    e. audiotapes and annotated transcripts of audiotapes of meetings held at the sites throughout the process.

4. Survey data from the three administrations of the Operation Guidance Product Survey to samples of the faculty and staff of the six field site schools.

5. Periodic phone conversations with the field associates and informal conversations with them while at the CVE or on the site.

6. Extensive conversations and semistructured interviews with members of the development staff and other personnel in CVE who were knowledgeable about the OG program.

Data Collection Strategy

From the previous discussions concerning data sources and instrumentation it can be recognized that the strategy for collecting such data had to be varied. During the initial stages of the study data was collected primarily through documentation which the developers were requiring for their formative evaluation effort. Also a few site visits by the researchers with selected interviews were used to establish an understanding of the conditions of each of the six sites.

After gaining an understanding of the project and the site conditions the development of the instrumentation began.[a] During the development of instrumentation contact was maintained with the sites through letters of correspondence, phone conversations with the field associates, and numerous discussions with the development staff.

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[a] The development of the Operation Guidance Product Survey is explained in Appendix A.

A summer workshop was held for the field associates from the six sites just before the last year of their involvement. During the workshop the field associates were provided with more detailed information concerning the purpose of the case study effort and the variables the research staff were interested in observing. The basic content and method used for that workshop is summarized in Appendix B.

During the last school year ('73-'74) contact was maintained with the six sites through field visits, phone conversations, discussions with the development staff, and a monitoring of the developers documentation. Each site was contacted personally either by a field visit or phone conversation with the field associate on the average of two times a month. Extensive reports were written recording the essential aspects of each of these contacts.

The Operation Guidance Product Survey (OGPS) was administered at three different times during the last year of the field trial. The first was to a 25 percent random sample of the faculty and staff of each school. The second was to a 50 percent random sample of the faculty and staff of each school; and the third was given to all the faculty and staff. The administfation and return data for the OGPS is provided on Table 2.

The other structured and semistructures inquiries referred to in the discussion on instrumentation were conducted periodically throughout the last year of implementing OG at the six sites. Toward the end of the study and implementation phase there was an attempt to collect any summary data and data missing in previous data collection efforts. Once this was done the major task of analysis and synthesis of the data began.

Data Analysis Strategy

The framework was the underlying structure through which all of the various data were analyzed. The fact that most of the data gathered was in qualitative form necessitated an analysis strategy which would result in a synthesis of the information while still preserving the comprehensiveness of such data. The analysis strategy also had to allow for the integration of the quantitative data collected.

The analysis process was incremental. It was necessary to analyze the adoption process which occurred in each of the sites

TABLE 2

Return Data for the Three Samples of the Operation Guidance Product Survey

		Distributed	%Returned/Usable	%Returned/Usable
Sample I (25% Random)				
Field Sites	A	24	17	71
	B	15	15	100
	C	15	15	100
	D	24	19	79
	E	18	15	82
	F	16	15	97
TOTAL		112	96	Avg. 86
Sample II (50% Random)				
Field Sites	A	36	26	72
	B	28	15	54
	C	36	29	81
	D	53	46	87
	E	54	32	59
	F	25	21	84
TOTAL		232	169	Avg. 73
Sample III (100%)				
Field Sites	A	Non-sufficient return	Non-sufficient return	Non-sufficient return
	B	46	35	76
	C	50	27	54
	D	95	52	54
	E	65	32	49
	F	68	30	44
TOTAL		324	146	Avg. 45

in order to understand the process of adoption across the sites. This analysis achieved the first major objective of the study which was the identification of facilitators and barriers to the adoption process. Secondly, it was necessary to analyze the Operation Guidance Product Survey in terms of the interrelationships between the individual demographics and the eight subscales. Figure 3 provides a graphic display of the total analysis schema.

The identification of barriers and facilitators was accomplished by analyzing the content of all of the data in terms of (1) the three stages of adoption (i.e., initiation, implementation, and incorporation or potential for continued use), and (2) the three major categories of potential influences indicated by the theoretical framework (i.e., the innovation characteristics, the interaction between advocates and consumers, and the circumstantial or situational factors). Using these nine elements of analysis each of the six sites was first analyzed and written independently. After this the summary of data across sites was conducted in two steps. The first step was to summarize the data according to each of the three phases of adoption across sites. This final summary was then combined with the relational data from the analysis of the Operation Guidance Product Survey which resulted in the section of generalized findings of the study.

The Operation Guidance Product Survey was analyzed in two basic ways. One analysis was designed as a relatively simple display as to how the sampled subjects responded to the eight subscales. (Refer to Appendix A for a discussion of the structure and content of those subscales.) The basic statistic used for this descriptive display was what could be referred to as an adjusted mean score. The label given for this adjusted mean score was the Index of Response (IR). The IR was calculated in the following manner:

$$IR = \frac{\sum_{i=1}^{N} \sum_{j=1}^{M} X_{ij} - NM}{(P - 1)\, NM}$$

Where: N = Number of subjects
M = Number of items
P = Intervals or units in the scale
X_{ij} = Score for subject i on item j

What this formula essentially provided was an adjustment of the mean range from limitations of the interval categories (i.e., 1 to 5) to a representative absolute scale from zero (0) to one (1). To lend additional interpretability to the IR it should be

FIGURE 3

A Diagram of the Data Analysis Schema

STAGES OF ADOPTION	Potential Affects	By Site						Across Sites ABCDEF	Dependent Variables
		A	B	C	D	E	F		
Initiation	IC								The signing of the contract and voting of the faculty and staff, the faculty and staff's attitudes toward the orientation, and the strength of administrative support.
	AC								
	C								
Implementation	IC								The quantity of work such as outputs, time, and assistance needed to complete the tasks. The quality of work such as tasks, outputs and attitudes of the participants.
	AC								
	C								
Incorporation (Potential for Continued Use)	IC								The degree of official and unofficial administrative support. The amount of resources set aside for OG and the amount and type of incorporation being suggested.
	AC								
	C								
OGPS and Interrelationships									
									Summary of findings and generalizations

Key:

IC - Innovation Characteristics
AC - Advocate Consumer Interaction
C - Contextual or Circumstantial Characteristics
OGPS - Operation Guidance Product Survey

emphasized that if all persons in a given sample and school were to Strongly Disagree (SD) with the items of a given subscale (e.g., the Appropriateness subscale) of the Attitude scale the IR would be 0. If all subjects marked the response Disagree (D) the IR would be .25. Likewise an Undecided (U) response would yield an IR of .50, Agree (A) an IR of .75, and Strongly Agree (SA) an IR of 1.00. On the subscales of the Expectations scale the equivalent categories of response would be: VU = 0; U = .25; N = .50; L = .75; and V = 1.00.

Since the Involvement subscale was assumed to be an unidimensional weighted scale the Index of Response was theoretically the same but was necessarily calculated with a somewhat different set of references in the formula. The following algorithm was used for calculation:

$$IR = \frac{\sum_{i=1}^{N} IS}{N \sum_{j=1}^{M} W}$$

Where: N = Number of subjects (i)
M = Number of items (j)
IS = Individual scores on the Involvement Scale (calculated by summing the weights of the checked items)
W = Weights of the individual items

In addition to the descriptive analysis of the OGPS data the study was designed to explore the interrelationships that might exist between the demographics of the sampled individuals and their response to the eight subscales. To accomplish this objective an analysis of the data was done using correlation and standardized regression coefficients.

The only other data which was analyzed in any manner beyond a frequency count was the indices used for profiling the perceived characteristics of OG and the school organizational characteristics. In both cases the data was in the form of a rating of Low (1), Medium (2), or High (3) relative to the particular characteristic in question. The statistic used for analysis was the same as that used for the analysis of the attitude and expectation subscales of the OGPS--the Index of Response.

The remainder of the data set was in a highly qualitative form. Therefore, the analysis of this data was performed through reiteratively perusing the content, cataloging it according to the analysis schema, and writing synthesized sections incorporating both the qualitative and quantitative data.

CHAPTER IV

FINDINGS

Introduction

Due to the descriptive and qualitative nature of a majority of the data in this study, the findings are rather extensive. The purpose of this extensive description is to provide a synthesized reconstructed documentary of the situation and exactly what happened in relation to the adoption of Operation Guidance in each of the six sites observed during the field trial period. Four major divisions of discussion are presented. First a fairly detailed description of OG is provided. Then each of the six sites is described in terms of the community and school demographics, school organizational characteristics, and organizational and communication structure from the state to the local school level. After this the adoption process is explained in some detail by site. A discussion of each site is presented from the time there was initial contact with the local or state level through the '73-'74 school year. The discussion is divided into a description of the initiation phase, the implementation phase, and a phase entitled the potential for continued use which represents the incorporation phase. The fourth discussion in this chapter is the discussion of the analysis of the OGPS in terms of the relationships between the biographical demographics and the constructs of involvement, attituides, and expectations concerning OG.

Description of Operation Guidance

Since OG was being continually developed through information received from the field trial sites, the product described in the following paragraphs may be somewhat different than the product which now exists.

As with all innovations OG can be described in several ways from various perspectives. The following description is in two parts. A technical description is given of the innovation primarily from the developer's viewpoint. This is followed by a description of the perceived attributes of OG from the perspectives of some potential users who had become quite familiar with the project.

Technical Description of Operation Guidance - The following technical description of OG was extracted from brochures, pamphlets, newsletters, and other anecdotal forms; disseminated by the developers to the six field sites. The basic purpose of the OG project is to help comprehensive high schools (9-12) improve their career development programs through a systems design. The materials are programmed so that each school can progress through each phase at its own rate. Basically, it is a procedural model which allows comprehensive high schools to systematically individualize their career guidance services.

The basic career guidance package consisted of: (1) guides detailing procedures for collecting and analyzing data; (2) evaluation instruments for assessing school, students, teachers, and community needs; (3) guides for directing individuals to perform tasks professionally; (4) a methods book of career guidance services; (5) forms for recording daily activities, weekly summary reports, and critical incident monitoring; and (6) synchronized slide-sound tape presentations for use as introductory information. The innovation is divided into three distinct phases; planning, implementation, and evaluation.

The planning phase consisted of five basic subtasks. The orientation task was the first planning unit. The purpose of this phase was to get the principal's and teachers' committment to try the innovation. The organization unit was the second planning task. During this phase work groups were established, i.e., steering committee, advisory committee, and the formation of task forces complete the preliminary organizational structure. These committees and task forces had several basic functions. The Steering Committee oversaw the entire project--initiating, coordinating, directing, and evaluating the other work groups. The advisory committee consisted of community personnel who acted as liaison between the school and community. The task forces consisted of teachers and students for the purpose of providing the output functions of collecting data, analyzing data, and providing raw information to the Steering Committee.

The third task of planning was the identification of needs and resources to resolve discrepancies within the school program. Survey instruments were provided; so each school could collect data from graduates, community, teachers, and students for the purpose of determining areas of need relative to career guidance. The development of goal statements was the fourth area of planning. They were extracted from the need statements. These goals were expressed in terms of the skills, attitudes, and cognitive information students need to help them select a tentative career wisely. Finally, each school was required to write behavioral objectives for the purpose of determining how the goals will be achieved.

The implementation phase of the OG process consisted of three basic stages. Methods was the first stage of operations. Methods were means of transforming the plans into learning units called Career Development Units (CDUs). Methods were chosen for implementing objectives and school resources are selected to help facilitate the acceptance of the proposed objectives.

Career Development Units were then to be developed which constitutes the second stage of the implementation phase. Each CDU was to consist of the following information:

1. CDU proposal format (to be recommended by the Steering Committee and approved by the principal).
2. Time when each unit will start and end.
3. Approximate number of students to be involved.
4. Which behavioral objectives will be achieved.
5. Teaching format and methods to facilitate the implementation.
6. Resources needed (people, equipment, materials, space, etc.).

The final stage of implementation was test piloting each CDU that had been approved by the principal.

The evaluation phase consisted of two levels. The first level was designed to determine the degree to which each behavioral objective was achieved. This phase also consisted of a plan for long-range installation. This phase periodically assessed the school's long-range activities. Finally, a recycling component was built in to allow for continuous improvement and self-renewal capabilities.

The monetary cost of the product was not established during this trial period. The other major costs, however, were in time, personnel, and supplies. The time required of individuals are based on estimates taken from the six field test sites:

1. Steering Committee (teachers, counselors, students, or administrators) is one and one-half hours per week.

2. Each task force member depending on the information needed will spend approximately two hours per week for a maximum duration of eight weeks.

The total number of personnel suggested to complete one cycle was as follows:

1. Administrator - all
2. Counselors - all
3. Teachers - 35
4. Students - 40
5. Community representatives - 8

The key personnel were the principal and a half-time coordinator. The supplies which were needed to complete one cycle are also itemized:

1. Printing - number of pages will be approximately 8.5 times the number of students in the school.
2. Reproduction - 200 copies.
3. Postage - if surveys are mailed.
4. Office supplies (excluding paper reproduction) - two reams of letterhead and 1400 business size envelopes.
5. Equipment - 35 mm carousel projector or an optional slide-sound synchronizer.

Other time and resources needed were as follow:

1. Preservice preparation of a two week training session for state coordinators and a training package for use at each school.
2. Technical assistance from consultants outside the school on occasion, if desired.

Operationally OG consisted of six modules of activity. A synopsis of each module is provided below:

Module 1 - acquire knowledge of the process; organize personnel to accomplish prescribed developmental tasks.

Module 2 - identify student career guidance needs; determine available resources; translate student needs into program goals; tentatively assign priorities to program goals.

Module 3 - verify program goals and priorities assigned to goals.

Module 4 - derive behavioral objectives for student and adult actors from program goals assigned highest priorities.

Module 5 - select or develop and install optional career guidance methods which will enable students to achieve objectives. Plan and conduct product and process evaluation of selected career guidance methods.

Module 6 - install and operate continuous context evaluation system.

Perceived Attributes of Operation Guidance. This section reports the results of ratings[a] which were designed to obtain an impression as to how Operation Guidance was being viewed by individuals at the school or district level who were fairly knowledgeable about the product. The generalized view of the perceived attributes of OG was designed to provide a reasonable estimate in profile form as to how the product was viewed. A descriptive narrative explanation of the rating on each attribute is given. In terms of the change model for analysis these ratings of OG are later related to the response of the faculty and staffs of each site and to the response across sites. This latter analysis will in a sense be a validation of these general ratings. As in most case study approaches, perceptions may change over time due to various influences. In this and other parts of the total analysis this point is brought out and some explanation from the data is provided.

The perceived attributes of OG are discussed in terms of six constructs identified and explained in the theoretical framework. Figure 4 provides a graphic display of the rating of OG in six categories. The labels of these six categories are: (1) student-user concern orientation; (2) additional resource requirements; (3) organized resistance potential; (4) consumer report rating; (5) credibility of the source; and (6) operational implementation concerns.

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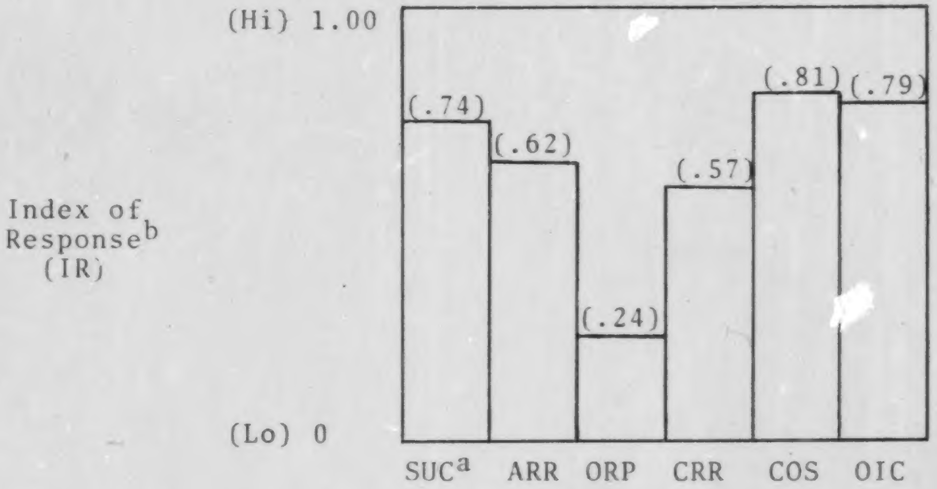
[a] See pages 31-32 for a discussion of how the ratings were obtained and more detail concerning the substance of the ratings.

FIGURE 4

Operation Guidance

Perceived Innovation Characteristics Profile



[a] SUC = Student-User Concern Orientation; ARR = Additional Resource Requirements; ORP = Organized Resistance Potential; CRR = Consumer Report Rating; COS = Credibility of the Source; OIC = Operational Implementation Concerns

[b] Refer to page for a discussion of how the Index of Response was calculated.

Student-User Concern Orientation (SUC). This characteristic focuses on the basic purpose and content of the innovation. The primary emphasis of this attribute is on whether the innovation is perceived as relevant and/or appropriate for those who will use the innovation (e.g., the faculty and staff of the school).

The rating of OG on SUC was relatively high (IR=.74). Several perceptions seem to account for this. First, the outcomes were seen as designed in terms of student needs. In addition, both students and faculty were involved in a decision-making role. Another perception was that all students not just a particular segment could potentially benefit from the outcomes of OG. An additional aspect of this rating may have been a perception that OG had the potential for clarifying the role of the school and, therefore, the teachers in the area of guidance. The perception that tended to work against a high rating on this dimension was that although the statement of purpose and the objectives were in student behavior terms an extensive amount of time was initially spent in meetings, data gathering, and writing with no visible results for students.

Additional Resource Requirements (ARR). The basic question in this dimension is: to what degree does the innovation require the allocation of people, time, space, equipment, and money beyond that which is presently available or able to be reallocated? Resources in this frame of reference are primarily those that are visable and to which a dollar figure can easily be attached.

The rating of OG on ARR could be considered medium (IR=.62). The basic conflict in this rating was that in general the perception was that OG does not require such things as additional space, equipment, or money, but it definitely requires a considerable amount of time and effort by a number of individuals. Since time is one of the most critical resources that a school has this tended to push the rating of OG up on this dimension. If a school were to have to pay the teachers for their involvement this rating would even go higher. Another resource aspect of OG was that to implement it properly requires at least a half time professional to coordinate activities. A final aspect that influenced a high ARR rating was the potential time, money, and personnel resources required to incorporate some of the Career Development Units. Even though the initial cost may not have been perceived as high the system was seen as leading to the identification of a need to allocate more resources to the guidance program. School decision-makers being sensitive to this may have caused them to perceive OG as having a higher cost.

Organized Resistance Potential (ORP). This category has to do with the values which are associated with the innovation. The basic question is; to what extent does the innovation reflect values which are contrary to significant groups of individuals within the consumer population? An innovation like bussing for desegregation purposes would have a high ORP rating whereas a new type of chalk for blackboards probably would have a low rating.

The rating of OG on ORP was relatively low (IR=.24). Some of the values which appeared to be associated with OG were: (1) the appropriateness of using a systems approach (e.g., needs assessment, goal defining, prioritizing, behavioral objectives, and evaluation of outcomes) to solving human problems; (2) the central importance of guiding students toward careers as a primary goal of schools; and (3) the importance of all segments of a school (e.g., administration, teachers, parents, other community members, and students) being involved in decisions regarding the determination of school goals. Most of the raters felt that although these values or others might be objectionable to a few individuals they were not strong enough or sufficiently controversial to cause significant collective resistance.

Consumer Report Rating (CRR). This refers to the basic cost/benefit and relative advantage of OG vis a vis competing or alternative career guidance systems. Consumer Report Rating entails a number of aspects such as: (1) has it been tested in conditions similar to those in which it is being suggested? (2) do the developers assure a certain level of success? (3) is the overall cost clearly stated? (4) will the innovation more efficiently use resources?, and (5) how does it compare to other similar alternatives?

OG was rated medium (IR=.57) on its CRR. This was one attribute that was very much affected by the time at which the rating was taken. Since OG was in a development phase during this implementation study the facts which go to make up its consumer report rating were not obtainable. However, most raters were knowledgeable about the comprehensive development process which was underway and therefore they had faith that OG would be high on this attribute. Those who rated it low on CRR expressed the fact that although the groundwork for this type of information was there, the information did not suggest higher costs than alternative products.

Credibility of the Source (COS). This factor of innovation attributes deals with whether the consumer respects (holds in esteem) the organizations or individuals who produced the change and/or the organizations or individuals proposing the change. Respect may be based on personal association, expertise, or any other perception which may cause the individual to have confidence in the developers or advocates of the innovation.

The COS rating of OG was quite high (.81). The primary explanation for this rating was the fact that OG was being developed as a nationally funded effort by a research and development center associated with a well respected university. Contrary to this perception was that most of the raters felt that the field associates were not legitimate members of the faculty. The lower ratings on this factor seemed to be based on the respondent not being impressed by the national scope of the development effort. A lower rating on this dimension was also influenced by the faculty and staffs belief that OG materials did not meet their standards of quality. Similarly the faculty and staff reacted negatively to OG because they did not feel they had a voice in the decision to have their school involved.

Operational Implementation Concerns (OIC). This factor of innovation attributes is related to the extent to which the innovation requires a reallocation of time, personnel, and money which was currently used for career guidance services. It differs from the Additional Resource Requirement factor in that the concern here is not additional resources as much as it is a reallocation of existing resources. Other concerns of this factor are how much will policies, organizational schedules, or procedures need to be altered in order to implement the innovation. In general how much disruption to the existing operational schedule and procedures is implied or actually necessary to implementing the innovation.

The OIC rating is comparatively high (IR=.79). This suggests that OG was perceived as potentially causing a number of disruptions in existing practice as it was being implemented. Scheduling for meetings and release time for students seem to be some of the initial problems accounting for this perception. The other elements accounting for a high rating are not as clear. The raters expressed possible changes such as new roles for teachers and counselors concerning the responsibility for guidance, new policies concerning the involvement of students in decision-making roles, and a reallocation of curriculum time and maybe even content in order to accommodate the recommendations resulting from the school's involvement with OG.

Description of the Operation Guidance Field Sites

Each of the six sites is described independently in terms of three general areas. The first is a general overview of the type of community and district in which each of the schools was located. The data for these discussions came primarily from the information displayed on Table 3. The second area of description is that of the school itself. The school is described in terms of some general demographics, its overall physical and social appearance, and its organizational structural factors. The organizational structural factors are presented in quantitative form on Table 4. A discussion of the five organizational structural constructs is

TABLE 3

Operation Guidance Field Site Characteristics[a]

Community/School	Site A	Site B	Site C	Site D	Site E	Site F
1. Work structure of site school families						
a) professional or managerial	10%	4	7	23	24	20
b) sales, clerical, technical skilled workers	15%	39	38	42	28	20
c) factory or other blue collar workers	45%	37	38	24	26	45
d) farm workers	--	--	--	--	2	--
e) not regularly employed	10%	--	4	--	4	5
f) on welfare	20%	--	13	--	16	10
2. Income level of site school families						
a) under 5,000	53%	20	10	--	11	5
b) 5K - 7K	15%	10	10	--	23	15
c) 7K - 9K	15%	15	20	--	22	50
d) 9K - 12K	10%	35	25	--	10	25
e) 12K - 15K	5%	10	20	--	8	5
f) 15K - 20K	1%	7	10	--	16	--
g) 20K or more	--	3	5	--	10	--
3. Per capita income	$5,000	--	$5,000	$12,000	$9,000	--
4. Community population	--	1,025	--	74,227	6,700	--
5. Geographic Location	Southeast	Appalachia	Southeast	Northwest	Southwest	Southwest

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[a] Data recorded on this table should be considered estimates only. The data was gathered from a variety of sources and in many cases represents judgments by individuals rather than actually statistically gathered information.

Table 3 Operation Guidance Field Site Characteristics (cont'd.)

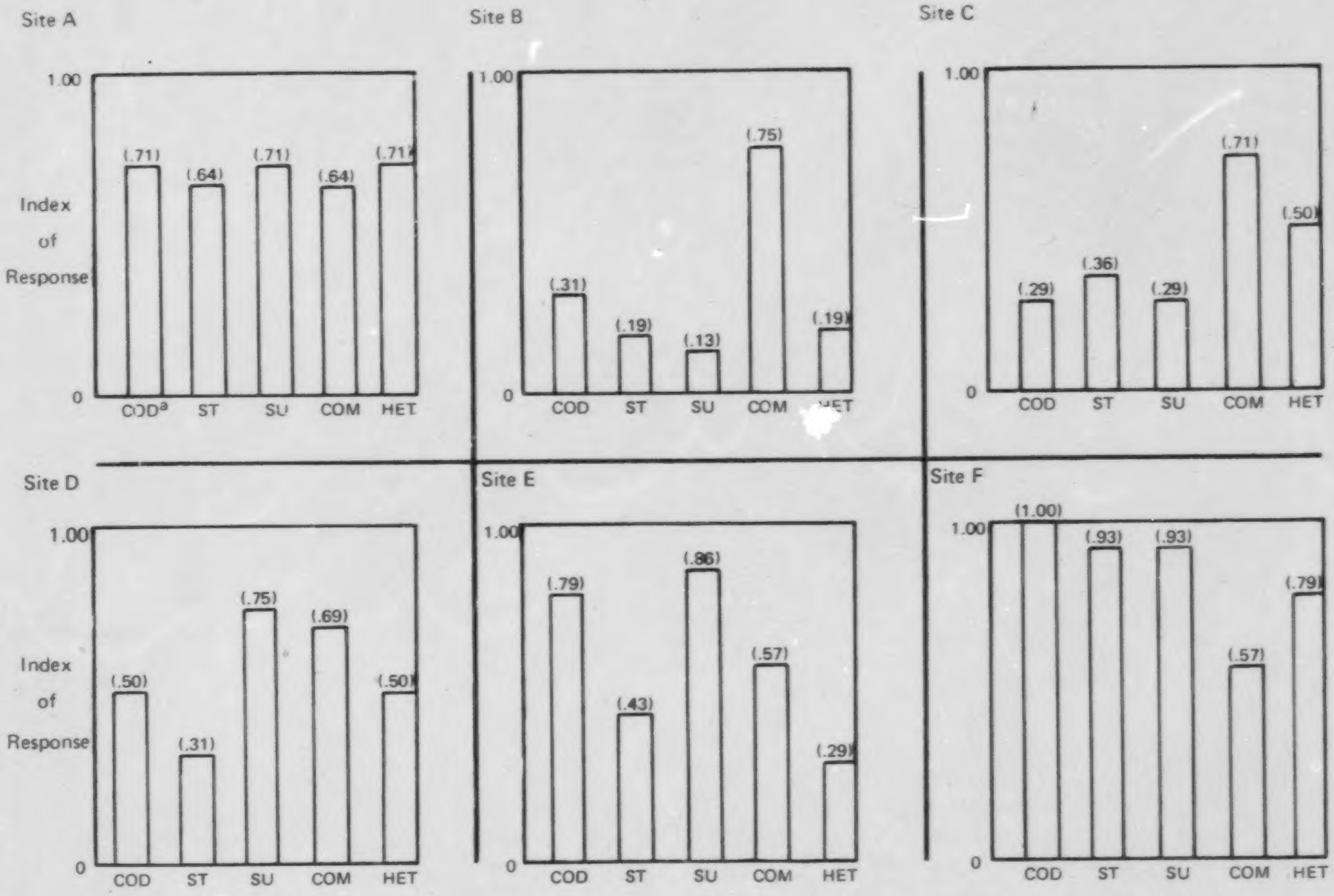
Community/School	Site A	Site B	Site C	Site D	Site E	Site F
6. Population for attendance area of school	--	7,202	25,394	25,306	11,000	--
7. Location (percent of students from each area)						
a) rural area (less than 2,500)	--	97	--	--	1%	--
b) town (2,500 to 10,000)	--	3	--	--	24%	--
c) town (10,000 to 24,000)	--	--	--	--	75%	--
d) city (25,000 to 200,000)	--	--	--	--	--	--
e) suburb of a city (25,000 to 200,000)	--	--	--	100%	--	--
f) inner part of city (over 200,000)	100%	--	--	--	--	1
g) in the residential area within the city limits of a city over 200,000	--	--	100%	--	--	99
District						
1. Per pupil expenditure	$550.00	$360.00	$707.00	$1,178.00	$1,163.14	$880.00
2. Total professional staff in district school system	--	county 2,500	--	1,225	--	9,000
3. Total student population in district school system	--	52,000	--	20,050	--	--
4. Number of high school in district	--	11 (10-12)	--	3	1	--

Table 3 Operation Guidance Field Site Characteristics (cont'd.)

Community/School	Site A	Site B	Site C	Site D	Site E	Site F
7. (cont'd.)						
School						
1. Current enrollment by grade						
a) total	1,950	1,027	890	1,675	1,311	1,612
b) 8th	--	--	--	--	--	--
c) 9th	--	--	350	--	383	--
d) 10th	--	411	210	572	328	668
e) 11th	--	319	180	576	328	664
f) 12th	--	297	150	577	272	300
2. Does the school qualify for ESEA Title I assistance?	--	Has, but does not now.	No	No	Yes	No
3. Racial structure (percentage) of students						
a) White	--	87	60	99	67	32
b) Black	100%	13	40	.5	6	65
c) Other	--	--	--	.5	27	3
4. Number of Faculty and Staff						
a) Administrators	3	2	3	4	5	3
b) Teachers	93	40	48	86	63	63
c) Counselors	12	3.6	2	8	3	7
d) Others	12	9	7	2	2	7
e) Total	117	54.6	60	100	73	73

TABLE 4

A Profile of Five Organizational Characteristics of the Operation Guidance Field School



ᵃCOD - Centralization of Decision-Making
ST - Standardization of Practices and Procedures
SU - Supervision of Personnel
COM - Complexity of the Organization
HET - Heterogeneity of the Staff

presented in the theoretical framework on pages 17-18. A discussion of the manner in which the rating was accomplished is provided in the methodology section (pages 33-34) and Appendix A.

Site A. Community and District Setting. The site A school was located in a large metropolitan city in the southeast U.S.A. The local school community was undergoing tremendous changes along socioeconomic lines. The school community could be characterized as a stable black middle-class district. However, the school district was being settled by lower middle-class blacks.

The community building structures were also deteriorating. There were many vacant houses and empty buildings signaling the lack of upkeep and renewal.

The work structure of the families of the students from school A consisted of 45 percent of the total labor force within the community. Ten percent of the workers held professional or managerial positions. Fifteen percent were employed in the sales, clerical, and technical skilled positions. Ten percent were not regularly employed and another 20 percent were welfare recipients.

Over half (55 percent) of the wage earners received less than $5,000 annually. Fifteen percent of the families earned between $5,000-$7,000; 15 percent earned between $7,000-$9,000; and another 6 percent earned between $12,000-$20,000 per annum. The per capita income was $5,000. The school district at the time was spending $550.00 per pupil.

School Description. The school building, although it was rather old, stood as a hallmark and testimonial to the black leaders that had graduated. The halls were dimly lit. The aura of tradition and the permanence of black unity pervaded the halls, as signified by the paintings and sculptures of black scenes and images. A new vocational wing was housed in a separate facility. It symbolized the contrast between old and new.

The administrative and counseling offices were comprised within the same office area. The administration consisted of one principal with two administrative assistants. There were a total of ninety-three teachers and an additional support staff of counselors and specialists which made the total 117. There was a total student enrollment of 1,950.

The organizational characteristics of school A are displayed in a quantitative manner in Table 4. Centralization of decision-making was rated moderately high (IR=.71). The principal in many instances relied on the judgments of his professional staff, but he also demanded that certain school rules, procedures, and policies be adhered to.

Standardization of practices and procedures was rated moderately high (IR=64). The school was traditionally organized with the staff members having minimum input for determining the procedures and standards.

Supervision was also rated moderately high (IR=.71). This was indicative of the fact that the teachers did perceive that there was a continuous evaluation of their work by the administrative staff. However, some of the teachers appeared to be relaxed and seemed quite comfortable in their teaching assignments.

Complexity was also rated moderately high (IR=64). The school was divided into separate autonomous departments, but there were a considerable number of differing roles and responsibilities just by the nature of the number of staff involved.

Even though the staff was almost all black, it did represent a diverse and cross-section of philosophies, backgrounds, and educational attainment. This was represented by a moderately high score of .71 on the Index of Response for heterogeneity.

State-Local Organizational Linkage and Communication Flow. The primary office at the state level which was charged with the responsibility of monitoring the OG project was the Office of Adult and Vocational Education. The district level offices which were involved were the assistant superintendent for career education and the superintendent in charge of the area in which the school was located. At the school the primary persons involved were the principal, the field associate for OG, and the members of the Steering Committee. The majority of information flow about OG occurred between the assistant superintendent for career education and the school principal, the school principal and the field associate, and the field associate and the Steering Committee. A minimal amount of information seemed to flow from the assistant superintendent for career education through the area superintendent and then to the principal. The least amount of information through formal channels seemed to be between the Office of Adult and Vocational Education at the state level and the assistant superintendent for career education at the district level. In fact there was very little involvement of the state during the total process.

Site B. Community and District Setting. The site B school was located in a small somewhat rural community (population 1, 025) in the Appalachian region of the United States. However, the school was one of eleven high schools in a fairly large county. The school drew its student population from an attendance area of approximately 7,200 population. Most (approximately 53 percent) of the working members of the families in the area were either in jobs connected with mining, or transportation and public utilities. No data were available for determining their per capita income.

The impression that one received when driving around the community and observing the general appearance of the houses and other facilities was that this area was somewhat economically depressed. Part of this was probably reflected in the fact that there were approximately 20 percent of the working members of the families either not regularly employed or on welfare of some kind.

The district was a county school system consisting of eleven senior high schools (grades ten-twelve), and a total student population of approximately 52,000 and a professional staff of 2,491 individuals. The organizational structure of the county central office was somewhat complex consisting of four major divisions and approximately sixteen different departments. Under the departments there were numerous offices and under the departments or under the offices, numerous service areas. To further illustrate the complexity of the central office it can be pointed out that 205 of the 2,491 total professional staff in the district (county) were associated with central office functions. This represents about 8 percent of the total professional staff.

School Description. School B was built in 1969 and designed to incorporate an innovative modular scheduling and team teaching arrangement. A university based consultant team was devised to assist the architect in designing a structure that would house a modular scheduled curriculum process.

The result of that effort was a single level structure with rather low ceilings. The classroom space was divided into essentially one of three types: (1) a large group area which can be divided to facilitate two or three classes; (2) several seminar areas consisting of large tables and blackboards; and (3) numerous "quest" or general classroom areas. The "quest" areas were typically two normal classroom areas with independent study carrels (dry) separating them. The other areas in the school consisted of a lunch room, a gymnasium, a "free" activities area for students with "independent study" time, and a resource center which combined the functions of a library, media center, conference area, and contained study areas (with no doors) for the teachers.

The reason for the study areas for the teachers being in the resource center was to provide easy student access. The "free" activities area was necessary because of the various allotments of independent study time provided the students by the particular type of modular scheduling used. During the students' "independent study time" they had access to any part of the building (e.g., halls, resource area, classrooms, free area space, cafeteria, or outdoor patio).

The modular schedule consisted of seventeen minute modules. The teachers' schedule was set at the beginning of the year and did not vary significantly throughout the year. The students' schedules on the other hand could change quite often. The field associate indicated that there was no firmly established or enforced policy to control the event of a student wanting to change his schedule of classes even mid-semester. Consequently, it was reported by one of the counselors that many students had changed classes on the basis of not being able to get along with some individual in the class or the teacher, or simply not enjoying the content. The decision for changing a student's class schedule was the perogative of the class counselor. This state of affairs caused the counselors to spend reportedly almost 60 percent of their time in class scheduling. Another point to be made about the scheduling is that the teachers' preparation times were staggered throughout the day. This made it difficult to get teachers together during the day for any type of meeting. Also the teachers were expected to make themselves available to students during any non-class time they had.

When walking through the building for the first time, one got a feeling that the school was conducted in an extremely informal and even casual manner. At any point in time during the day it was reported that there were approximately 33 percent of the students in an "independent study" module. There had been no attempt to structure this time for the student. Therefore, many of them were in the halls, free area, cafeteria, resource center, or outside on the patio either alone or in various states of casual relationship with their peers.

The administrative staff of the school consisted of a principal and one vice principal. The vice principal felt that his primary responsibility was discipline. The remainder of the staff consisted of two and .4 counselors (The .4 counselor was the field associate, who was required to spend .4 of her time in a counseling function.), approximately forty teachers, and nine others giving a grand total of fifty-five professional staff members. The student population of the school was 1,027 which consisted of 411 sophomores, 319 juniors, and 297 seniors. The racial structure of the student body was 87 percent white and 13 percent black.

A quantitative description of the organizational characteristics of the site B school is given on Table 4. From the quantitative profile one quickly observes that the site B school rated quite low on all but one dimension.

Centralization of Decision-Making was rated as relatively low (IR=.31). This was confirmed by numerous observations by the field associate, faculty and staff and members of the CVE staff who visited site B. The field associate indicated in one of her early reports that there seemed to not only be a decentralization of decision-making but a void of decision-making at all. In interviews with the teachers it also appeared that many of the decisions concerning the conduct of the school were made on the basis of departments or individual teachers.

Standardization of practices and procedures was rated very low (IR=.19). Although there appeared to be a recommended set of standard texts the teachers were not required to use them. However, there was a standard reporting of grades in the traditional manner.

Supervision of personnel was rated the lowest of the five dimensions (IR=.13). After the first year of required evaluation by the administration, the teachers interviewed indicated that they could not remember ever since being evaluated. Likewise, they never really felt as though anyone was observing their performance or adherence to various rules and regulations of the school. The office did have a sign-in and sign-out sheet and the teachers seemed to adhere to this regulation. It was not apparent in the minds of the teachers what would happen, if anything, if they did not sign in or sign out.

Complexity of the organization was the only dimension which was rated quite high (IR=.75). The reason for this seemed to be the fact that the form of modular scheduling which divided the day into a considerable number of parts of time and the lack of centralized decision-making, or even very much direction or leadership at all combined to produce a complex if not confounding effect on the organizational structure of the school.

In general, there seemed to be a laissez-faire style of organizational leadership. There appeared to be no systematic or even informal supervision of teachers. Also there seemed to be very few rules, regulations, or procedures which were systematically applied or enforced. This state of affairs seemed to have resulted in an extremely independent and casual attitude on the part of both the teachers and students.

The rating site B on heterogeneity of the staff (IR=.19) suggests that the staff and others perceive them as more alike (homogeneous) than different. Interviews with the staff tended to support this rating. Many of the staff were born and raised either in the school area or relatively close by.

State-Local Organizational Linkage and Communication Flow. As will be pointed out in more detail in the initiation section, the initial interest in OG actually began in the Research Coordinating Unit of the Bureau of Vocational, Technical and Adult

Education in the State Department of Education. The Bureau of Vocational, Technical and Adult Education was one of five separate bureaus of the State Department of Education. The county organization was in the same city as the state department, and this probably accounted in large measure for the fact that state officials knew of the expressed interest of the county for implementing new guidance services. The Bureau of Instruction and Curriculum at the state level became involved because it housed the Division of Guidance and Counseling.

At the county level there eventually were two out of the five divisions involved with Operation Guidance to some degree. Initially only the Pupil Services division was involved. But after approximately six months into the program the director of Guidance and Social Services in the division of Pupil Services was promoted to assistant superintendent of Career, Technical and Adult Education. Operation Guidance was still primarily maintained within the area of Guidance and Social Services.

The school structure consisted of the principal, a vice principal in charge of primarily discipline, the counselors, the department heads, and the staff. Operation Guidance operated more under the aspices of the counseling department than any other single element of the school organization.

After the initial introduction of the system to the school, very little communication between the state and county, or the county and the school, or the state and the school concerning Operation Guidance took place. Some awareness was maintained at each of the divisions levels of both the state and county that were initially involved. The primary flow of communication seemed to occur between the field associate and various members of the staff with the principal being kept informed as to progress or lack of progress. The data indicated only a very few occasions when either state or county representatives came out to the school to observe or ask questions about the program.

Site C. Community and District Setting. The site C school was located in a large urban center in the southeastern portion of the U.S.A. The city was one of the largest in its state.

The community which houses the site C school was one of five decentralized districts in the school system. The population was approximately 25,000. There were small industrial and commercial plans. The district was within area II of the school systems decentralized plan. Area II was composed of the southeast and southwest quadrants of the city.

The community was a mixture of low-income families and middle-income wage earners. The housing patterns reflected a similar dichotomy--consisting of slums to above average housing. There were also low income rental properties consisting of apartments and other multi-dwelling units.

The work structure of the community consisted of a large percentage (76 percent) of people in the sales, clerical, technical skilled, factory, or blue collar workers. The family income was evenly distributed ranging from 10 percent of the families earning under $5,000 per year to 5 percent of the families earning over $20,000 per year. The majority (75 percent) of the families earned from $5,000 to $15,000 per year. The per capita income was $5,000.

There were over 18,575 students in the area; 9,496 black (51 percent), and 9,079 white (49 percent). There were also 927 teachers in the district; 522 black (56 percent), and 405 white (44 percent).

There were a total of six high schools, twenty elementary schools, and one special school in Area II. In 1969-70 the average per pupil expenditure was $707.04. Sixty-two percent of the funds were obtained from local taxes and over 30 percent being attributed to state resources.

School Description. The facility was ultra-modern. The building was completed during the 1972-73 school year.[a] It was designed along the "open concept" sytle; consisting of portable classrooms and convenient "walk in space" to all classes. The school cost $6,250,000 to construct. The former school had been converted to a middle-school, consisting of grades six through eight. The new building was situated on forty-two acres of land, with a large portion of it surrounded by forests. The school had a student capacity of 2,300 students. The current ('73-'74) student enrollment was 925. Sixty percent of the students were white and 40 percent were black. The total number of faculty and staff was sixty. There were forty-eight teachers, three administrators, two counselors, and seven teachers in support services.

The organizational characteristics of school C are displayed in a quantitative manner in Table 4. Centralization of decision-making was rated extremely low (IR=.29). This was consistent with the teachers and community representative's impression of the administrative control over school policies. The principal depended on the departmental chairmen to carry out the school policy. The majority of decisions, policy formulations, and rules were shared by the teaching staff. The principal exerted minimum control over school procedures.

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[a] It should be noted that OG was initiated when the faculty and staff still resided in the older facility. The effect of the move on OG is discussed during the implementation phase.

Standardization of practices and procedures was also rated extremely low (IR=.36). The teachers had the freedom to experiment and test their own ideas, without the principal's consent, as long as they worked within the guidelines of the school system. Textbooks, materials, and other related teaching aides were not standard practices. There were few uniform rules to which all teachers or students were required to adhere.

Supervision was also quite low (IR=.29). This was consistent with the principal's overall philosophy of allowing the teachers to "do their own thing." The teachers were not evaluated continuously; nor were their teaching practices monitored by the administration.

Complexity was rated moderately high (IR=.71) with comparison to the other school organizational structures. The school was divided into separate departments. Each of the departments had their own philosophy and way of operating within the school.

Heterogeneity was rated evenly (IR=.50). This seemed to be consistent with the racial breakdown of the teachers (60 percent white and 40 percent black). The educational backgrounds, philosophies, and experiences seemed to be different within racial groups, but similar across racial groups.

State-Local Organizational Linkage and Communication Flow. The school structure, however, was somewhat different. The primary administrative structure consisted of a principal and two assistant principals. Between the primary administration and the faculty, there were several middle management positions. These positions consisted of a registrar, a vocational supervisor, an athletic director, and a set of six department chairpersons. Operation Guidance was not put under the jurisdiction of any particular department or function of the school organizational structure.

From the State Office of Adult and Vocational Education to the assistant superintendent for career education at the district level there was very little communication about OG. Some communication seemed to have flowed between the assistant superintendent for career education and other administrators, including the principal of school C. The majority of the information flow about OG seemed to occur between the field associate and the assistant superintendent for career education and the field associate and selected members of the faculty. Although there appeared to be an interest on the part of the principal he took the position of delegating the total responsibility of OG to the field associate and as a result there was only minimal communication between the field associate and the principal about OG.

Site D. Community and District Setting. The site D school was located in a growing and predominantly white (99 percent) suburban community (population 74,227) adjacent to a large metropolitan area in the northwest. The work structure of the families of the students from school D was primarily (50 percent) professional or managerial. This probably accounted for the relatively high per capita income ($12,000). There was still a residu of farming families left in the community from the time it was primarily a farming area.

The district consisted of three high schools, a total student population of 20,050, and a total professional staff of 1,225. Because the community was growing at such a rapid pace the school system was also expanding. The administrative structure of the district central administration was rather extensive. They had the rather traditional breakdown of superintendent and assistant superintendents (three in number) and in addition they also had directors of various subdepartments under the assistant superintendents, and numerous coordinators working under the directors. During a site visit one of the school personnel stated that he felt that the district was top heavy with central administration, and that the administrative structure was designed for a district two or three times as big However, administrative personnel indicated that the structure was established for the rather rapidly expanding school population.

School Description. School D was built in 1959 and was the second high school chronologically to be built in the district. The building was a one story structure and seemed to be much newer than its chronological age. The halls, rooms, lavatories, and other segments of the building were very attractive, clean and with everything in its place. The students seemed to be free in their movement from class to class. For example, they were not required to stay on one side of the halls or be quiet when passing from one class to another. And they were provided with their own relaxing lounge inside the school and a smoking area outside the school.

The curriculum and teaching methods seemed to follow basically a traditional pattern with some innovative additions (e.g., outdoor education, rifle target shooting, skiing, American folklore and career cluster programs). There was no system of modular scheduling, team teaching, or other flexible scheduling arrangements. One of the newest aspects of the school was a library transformed into a Learning Resource Center which housed the library, a media center, electronic (wet) learning pods, and several conference rooms.

The administrative staff consisted of a principal and three vice principals. One vice principal was an administrative assistant. The second was in charge of curriculum and the third headed the counseling department. The counseling department consisted of seven counselors in addition to the vice principal in charge. There were eighty-six teachers and two other full-time professionals giving a total of 100 members on the faculty and staff. The student population of the school was 1,699 which breaks down as 752 tenth graders, 576 eleventh graders, and 527 twelfth graders. The racial structure of the student body was 99 percent white, .5 percent black, and .5 percent other racial groups.

The organizational characteristics of school D are displayed in a somewhat quantitative manner in Table 4. Centralization of decision-making was rated as minimal (IR=.50). This was consistent with the impressions one gets from talking with the teachers and administrators in the school. Although major decisions seemed to have been made by the administration the feeling was that many of the decisions about the conduct of the school were either made at the department head level or cooperatively between the teachers and administration

Standardization of practices and procedures was rated quite low (IR=.31). This can be illustrated by the fact that although the general structure of the curriculum was rather traditional, there did not seem to be much attempt to use any type of standard curricular materials nor practices. Each teacher appeared to be quite free to select his/her own texts, supplementary texts, and devise his/her own tests to assess students, under the supervision of the department heads and curriculum vice principal.

Supervision was rated comparatively high (IR=.75). Although there was quite a bit of freedom for the teachers to select their own content and methodology it was very apparent that they would be held accountable for what they did in their classrooms. And although there did not seem to be a lot of direct evaluative observations by the administration, there was a feeling that teachers were responsible for their actions and should have been ready to defend them if need be.

Complexity of the Organization was rated above minimal (IR=.69). The impression here was that the organizational arrangement consisted of a number of separate and relatively independent departments and that there was not much coordination between them. An example was that the fine arts curriculum was broken down into industrial, cluster program, home economics, and horticulture. The industrial arts section was in turn broken down into wood, metal, drafting, and power mechanics. Other departments had also broken down their curricular offerings into sepcialized areas. In talking with teachers the impression was that everyone had their own responsibility within a minimum set of parameters.

The staff could be characterized as minimally heterogeneous (IR=.50). Most of the staff was white and although they probably had various educational and demographic backgrounds they were more similar than they were different in such things as educational philosophy. The fact that there was a debate in the school district concerning whether to put tighter enforcement on school attendance illustrates this point. More teachers ended up favoring the enforcement of school attendance than being against it, but the fact that they had the debate and that it affected the work of the school shows that the faculty and staff were not highly homogeneous in all respects.

State-Local Organizational Linkage and Communication Flow. The linkages used to connect the district with the state and then the school were those previously established for the purpose of implementing various aspects of career education in the state school systems. What used to be a Department of Vocational and Technical Education was now a division of Community Colleges and Career Education. Within this division were the sections of Career Education and Manpower Training, and Student Services and Proprietary Schools. These two sections carried the state responsibility for Operation Guidance. The link from the state to the district, although formally with the superintendent, was primarily through the assistant superintendent of instruction and then to the director of secondary education. Again the formal link from the district to the school was through the director of secondary education to the principal. However, most of the interaction between the district and the school took place between the coordinator of student services and the field associate or vice principal in charge of curriculum with the director of secondary education gaining his information essentially through the coordinator of student services. The other district person who was somewhat involved was the coordinator of career education. Both the coordinator of career education and student services were formally under the Educational Services section of the Division of Instruction. Even so the coordinator of student services seemed to go directly to the director of secondary education.

It will be pointed out more clearly in the description of the initiation that the superintendent of the district was the key entry point for the guidance system. However, after the initiation phase a minimal amount of interface occurred between any district level people and the school except for the coordinator of student services. Within the school the communication about the project seemed to occur mainly between the field associate and the vice principal of counseling and guidance. The principal was kept periodically informed about progress but essentially turned over the responsibility to the field associate. The field associate in turn spent most of his time communicating with the Steering Committee which was established to guide the project. However, since the field associate was previously a counselor in the school he had a considerable amount of informal communication with the remainder of the faculty and staff.

Site E. Community and District Setting. The site E school was located in a town (population 6,700) approximately twenty-five miles from one of the major metropolitan communities in the southwest. However, the high school served an area of about seventy-eighty square miles. Therefore the students came from rural areas (1 percent), small towns (24 percent), and larger towns (75 percent). The total population of the area serviced was approximately 11,000. Because of the scope of the area served, the work structure of the parents of the school was also quite diverse. The majority (78 percent were either professional or managerial (24 percent); sales, clerical, technical skilled workers (28 percent); or factory or other blue collar workers (26 percent). Conversely, a significant minority (20 percent) were either not regularly employed or on welfare. The per capita income was approximately $9,000. Many of those on welfare or not regularly employed were migrants who work in the fields in the area. The basic crops were cotton and sugar beets. Only about 2 percent of the families of students, however, were farmers. The fact that there were farms and the geographic location was the southwest accounted for the relatively high percentage of Mexican-Americans (25 percent) or American Indians (total 2 percent).

The organizational arrangement of the school district was somewhat complicated. The site E district really consisted of only one high school. This high school served two other districts; each of which had two grade schools (grades one-eight) and their own superintendent and board. The superintendent of the district in which the site E school was located had his office in the high school complex and had jurisdiction only over this high school. The district had no other full-time professional staff other than the superintendent. Some of the department heads acted as part-time district directors of certain subject matter or service areas and were used as consultants to the other two districts which were feeders to the high school. More details of how this arrangement affected the adoption of Operation Guidance will be brought out later.

School Description. The site E school structure was quite modern and relatively new. Because of the geographic location (sunny southwest) the classrooms opened up to the outside. Beside the classrooms themselves the only other major indoor areas were the library, the kitchen, and the auditorium. The auditorium was a most interesting innovative aspect of the school. In fact when visiting, the school personnel expressed a considerable amount of pride in the auditorium. The auditorium consisted of a main auditorium section with two "pods" at the very back of the auditorium which could be rotated to form two separate large group learning areas complete with blackboard and other audiovisual resources. The students seemed to be relatively free in their movement from class to class. But once the class bell rang there was little movement by the students.

The curriculum and methods of instruction appeared to be quite traditional. Although there was some minimal use of large group instruction it seemed to be mainly for tests or films. Very little if any team teaching was evident and the scheduling of students was a rather traditional period type method. They did offer a volunteer ROTC program for both girls and boys.

The administrative staff was made up of a principal and a vice principal. During the course of Operation Guidance being at school E another vice principal position was added to the administrative structure. In fact the individual who was the Steering Committee chairperson for Operation Guidance the first year became the second vice principal. There were three counselors on the staff and sixty-three teachers. The student population was 1,311 which consisted of 383 ninth graders, 328 tenth graders, 328 eleventh graders, and 272 twelfth graders. The racial structure of the student body was primarily white (67 percent), with a significant minority of Mexican-American (25 percent) and American Indians (2 percent), and blacks (6 percent).

Table 4 provides a profile of the organizational characteristics of the site E school. Centralization of decision-making had a considerably high rating (IR=.79). This high rating probably reflected the fact that the superintendent was very aggressive and had admittedly either directly or indirectly involved himself in the general and specific operations of the school. It was also shown throughout the documentation of the adoption of Operation Guidance that the principal and vice principals were many times the secondary decision-makers. This suggested and tended to substantiate the high rating for COD.

The Standardization of Practices and Procedures was rated in the medium range (IR=.43). This rating may have been partially a reflection of the rather traditional curriculum which existed. Also it appeared that state adopted texts were required to be used. At the same time the teachers were relatively free to use a variety of methods and develop their own tests for assessment of students. Standardized tests were administered periodically, although their use was for general reporting purposes and not perceived as specific teacher or student evaluative tools.

The rating on supervision was quite high (IR=.86). Not only did the administrators make the decisions as reflected in the COD rating, but they tended to supervise in formal and informal ways to see if the decisions and other school policy was being carried out. In addition the principal mentioned that he felt that teacher evaluation was very important and tried to observe as much as possible. The school had also implemented an innovative teacher evaluation system which caused a considerable amount of anxiety among the teachers. This latter point is explained in greater detail during the discussion of the initiation phase.

Complexity of the organization was rated as minimal (IR=.57). The school was of minimum size (student population = 1,311 and teachers = 73) and there were a number of departments within the curricular structure. On the other hand the administrative structure was relatively simple and the departments did not appear to be autonomous from central office authority.

The staff was perceived as rather homogeneous (Heterogeneity IR=.29). This was probably an accurate rating because the bulk of the staff seemed to have lived and gone to school in the state. There seemed to be a high degree of conformity to certain authorities or norms which were operating at the school or possibly in the community in general. A partial illustration of this was that none of the male faculty members wore the longer hair styles which were so popular in much of the country.

State-Local Organizational Linkage and Communication Flow. The State Department of Education had four major subdivisions. One of these subdivisions was labled career education. The associate superintendent for career education who was also the Director of Vocational Education was one of the primary contacts at the state level. The other division of the state department which was involved was that of program planning. The individual in charge of this department carried the title of deputy associate superintendent for program planning. The third and probably primary person involved at the state level had the title of guidance specialist. Since OG was a program it came under the division of program planning. Likewise because the program had to do with career education the associate superintendent for career education became involved and supervised some of the activities. However, it was the guidance specialist who performed the major part of the communication link from the state to the district. In fact it will be shown that this individual played a major role in the flow of communication at almost all levels.

At the district level it had been pointed out that the superintendent of the site E really had jurisdiction over only one high school. Since his office was on the campus of the high school he quite often intervened into the affairs of the high school. The high school administrative staff consisted of a principal and one vice principal at the beginning of the project, but they later added a vice principal. The vice principals acted primarily in a staff function. There was an attempt by the principal in the '73-'74 school year to instigate a school within a school concept in which the two vice principals would each be in charge of two of the four grades and the principal would then act in a coordination role. The counselors in that arrangement would be assigned to a specific grade and follow that grade through to its senior year. In this manner the counselors could also provide some continuity among divisions. It was not clear as to what extent that concept had been implemented.

The basic flow of communication about OG seemed to have taken place between the state guidance specialist, the field associate, and the district superintendent. Individuals beyond these three were only included when specific tasks were required to be accomplished as prescribed by the procedural model. There were two different Steering Committee chairpersons over the two years OG was at site E and even these individuals were not informed of the decisions and plans which were made with respect to implementing OG. However, this is not to say that the Steering Committees did not have a significant voice in how OG was conducted. The facts show that the Steering Committees at site E made many major decisions about the conduct of OG, some of which were not necessarily congruent to the procedural guidelines. It should also be pointed out that there seemed to be a considerable amount of discussion about OG within these channels, more than most of the other sites.

Site F. Community and District Setting. The site F school was located in a large urban complex in the southwestern portion of the United States. The city was one of the largest in its state. It was being heralded as one of the fastest growing cities in the southwest United States. The community which housed school F was one of five decentralized school districts within the city.

The population within the community of school F, as reported in the 1970 census was 16,144. This consisted of 3,733 Anglo-Americans, 12,351 Black-Americans, and less than 1,000 Mexican-Americans. Black-Americans made up 76 percent of the community population.

Since the 1950's the community had undergone many changes. There had been a rapid exodus of whites to other parts of the city. This movement was countered by a heavy emigration of blacks and Mexicans. The G.I.'s who had originally purchased homes in the community after World War II had migrated to other parts of the city. Black-Americans were the majority representatives in the district.

A mixture of professional and blue collar workers consitituted the nucleus of the work structure. Blue collar workers comprised 45 percent of the working members. The professional and sales, technical skilled workers, and clerical employees constituted 40 percent of the work structure.

Fifty percent of the families earned an annual income between $7,000 and $9,000. The mean income per family was $8,122.00. Twenty-five percent of the families earned between $9,000 and $12,000 per year. Another 20 percent were below the $7,000 level.

The housing and businesses had also deteriorated. Abandoned houses were found on many streets. The small grocery stores have been replaced by shopping plazas and large-chain shopping outlets.

School Description. The school did not reflect the deteriorating surroundings. The school was built during the school year 1957-58. It had a total of sixty-six classrooms. The auditorium had a seating capacity of 944 students. The cafeteria could seat 869 students. The halls and rooms were neat and clean. The interior had a modernistic appeal. The school was designed along the lines of the "open-concept" style. The exterior of the physical plan sprawled over four acres. It had an attached outdoor luncheon space, automotive, and agricultural buildings.

The teacher/student ratio was relatively low. There were seventy-three teachers and 1,612 students. The teacher/student ratio was just over one teacher to every twenty-two students (1:22). There were three administrators; one principal and two assistant principals. The supportive staff consisted of the counseling and security divisions. Black students constituted over 65 percent of the school population, followed by 32 percent white, and 3 percent Mexican-American.

The organizational characteristics of school F are displayed in a quantitative manner in Table 4. Centralization of decision-making was extremely high (IR=1.00). This rating was consistent with comments made by teachers, counselors, and the local school district administrative staff members. The principal made all of the major decisions at the school. Faculty input was kept at a minimum. The principal issued decrees and the staff obediently adhered. One comment was that the principal operated the school with an "iron fist."

Standardization of practices and procedures was also rated extremely high (IR=.93). The school schedule was highly inflexible. There were routinized procedures, rules, policies, and standards. There was very little deviation from the school schedule. The school had very formalized written procedures. Teachers were required to "sign in and out" when entering and leaving the campus. When leaving the school they were to receive the principal's endorsement. Textbooks and school materials were selectively chosen for the students.

Supervision was also rated extremely high (IR=.93). This was also consistent with teachers and counselors impressions of the administrative evaluation procedures. The staff was constantly evaluated for their performance. The principal very seldom allowed "free reins" in the school.

Complexity of the school organizational structure was rated relatively low in comparison with the preceeding three organizational arrangements (IR=.57). Although, the school was separated by departments along with distinct department chairman, it did not appear to be a highly intricate organizational structure.

The heterogeneity index of response was moderate to high (IR=.70). This meant that the staff was moderately different according to racial backgrounds, philosophies, and teaching styles. This was due partly to the racial division in the teaching staff.

State-Local Organizational Linkage and Communication Flow. The basic organizational structure of the state department consisted of four major subdivisions one of which was the Division of Occupational Education and Technology. This latter division was the one which monitored OG at the state level. At the district level there were five assistant superintendents in charge of certain functional areas among the decentralized areas. Two of these areas; Guidance and Counseling and Occupational Education had interest in OG. The total district was divided up into six regional areas with their own relatively independent subdistrict. As previously explained school F was a rather large high school within one of these six areas. The basic school administrative staff structure consisted of two assistant principals and the principal. In addition there was one other functional role between the administrators and the department heads--the Counseling Services. The Counseling Services was divided into Pupil Personnel Services for Females and Pupil Personnel Services for Males. Beyond this there were department heads and then the faculty and staff.

The flow of information concerning OG was quite clear. The major amount of discussion about OG flowed between the State Division of Occupational Education and Technology and the Department of Occupational Education at the district level. At the district level there appeared to be a considerable amount of information exchange between the Guidance and Counseling Department and the Occupational Education Department. Also within the district structure there was a considerable amount of communication between the Guidance and Counseling Department and the area superintendent. From the district to the school the majority of communication was between the area superintendent and the principal. Within the school the bulk of communication was among the principal, the field associate, and the Counseling Services Department. Some communication was identified between the principal and the Guidance and

Counseling Department at the district level or the Occupational Education Department at the district level. From the field associate to the faculty and staff there seemed to be a medium amount of communication. This communication was primarily between the field associate, the department chairman of the Vocational and Technical Education, and the Steering Committee.

Initiation

The discussions of the initiation phase of the sites are descriptions of what occurred from the point in time when someone at the state, district, or local school level heard of OG, became interested, assessed the possibility of becoming a field location, and then negotiated and completed a contract with The Center for Vocational Education. In addition the initiation phase includes a discussion of how the faculty and staff of each of the schools was oriented to OG and how they initially received it.

The criteria for assessing the level of initiation consisted of four primary elements. First there were the formal steps which involved the signing of the contract and the voting of the faculty and staff with a positive response of 70 percent or better. The second criteria area was the attitudinal response of the faculty and staff to the orientation. The third area was the strength of administrative support of the innovation at the state, district, and local school level. The final criteria used to judge the initiation was the time it took from the initial contact of awareness to the actual voting of the faculty and staff. Table 5 displays a summary of the rating of each site on these criteria.

Site A - Initiation: Site Awareness, Interest, and Evaluation. The stages of initiation, implementation, and incorporation will be discussed somewhat differently for site A than the other sites. The reason is that school A was more extensively involved in the development, testing, and revision of the original OG materials and procedures. These materials were later used at the other field sites for further testing and revision purposes. The initiation stage extended from the first awareness of the innovation in December 1970 to the introduction of the innovation at the school in September of 1971. The total adoption process at site A is one year longer than the other field test site schools. This was mostly influenced by the fact that the first year at school A was primarily spent developing the materials and evaluating aspects of that formative development effort.

During the first year the development of OG at school A was characterized by numerous activities. The primary tasks were to form the Steering Committee and advisory committee to provide direction for implementing the innovation. The task forces were created on an ad hoc basis.

TABLE 5

Degree of Adoption - Initiation

Criteria for Success of Initiation	Site A	Site B	Site C	Site D	Site E	Site F
I. Formal Steps Signing of Contract	Yes	Yes	Yes	Yes	Yes	Yes
Voting of f/s	N/A[a]	71%	76.5%	78%	67.9%	74%
II. Attitude of f/s to orientation[b]	N/A	N-SP	SN	N-SP	VN	SN-N
III. Strength of Administrative Support						
State	SP	VP	SN	N	VP	EP
District	VP	VP	VP	EP	VP	VP
Local (School)	SP	N-SP	SP	SP	N-SP	N
IV. Time to Complete (Includes Mod I)	N/A	15 mo.	4 mo.	12 mo.	9½ mo.[c]	10 mo.

[a] N/A - Not Applicable

[b] Extremely Positive (EP)
Very Positive (VP)
Somewhat Positive (SP)
Noncommitted (N)
Somewhat Negative (SN)
Very Negative (VN)
Extremely Negative (EN)

[c] There was really no contact at site E for the first year. The nine months represents the time from awareness to the voting of the faculty and staff.

The purposes of the task forces were to evaluate the OG procedures and guides. Modules were developed and revised. Students and teachers evaluated A/V presentations and provided feedback to the CVE staff concerning the effectiveness of the visual stimuli on the school audience.

The initial contact between members of CVE and state A occurred during the month of December 1970, at the annual American Vocation Association (AVA) convention in New Orleans. The CVE staff was interested in locating a site to develop and field test their model. The CVE development staff had narrowed the selection of sites to several districts in state A. A CVE staff member met with a representative from state A at the AVA conference in December 1970. The representative from state A had previous contact with the CVE on other related programmatic activities. He was the director of the Division of Vocational Education. It seemed as though the Division of Vocational Education at the state level was interested in using OG as a model for making changes in the guidance programs throughout the local districts.

The school selection was also initiated by the director of vocational education at state A. Indications suggest that the state representative was a friend of the principal from school A. The local school superintendent approved the state representative's recommendation to develop and test the OG procedures at school A. School A was also selected because of its reputation as a prestigious minority school with an outstanding faculty and vary capable principal. Historically, the school was "academically" oriented. This is important because throughout the project many of the teachers and community leaders were concerned that the school was moving towards a vocational and technical education curriculum. In short, as it was reported the school was becoming more transitional i.e., "lower socioeconomic groups were moving into the school district."

The principal's intent for using the procedural model was reported as being twofold. The high school was soon to go through an evaluation by the Southern Association Review Committee and the principal felt that OG could help prepare them for that review. A second reason was that the principal had some concern that the vocational education wing of the school was not being used to its fullest potential and OG might assist them in evaluating that possibility.

Negotiations. The negotiations between CVE and state A began during the month of January. This occurred one month after the first awareness of OG by the state representative. CVE had to meet a deadline of January 18, 1971 as the cutoff date for selecting a field site. After the initial contact between representatives of CVE and state A a follow-up correspondence was initiated by CVE. The purpose of the correspondence was ". . . to obtain initial commitment and to arrange a visit" to state A.

A decision-making visit by the CVE staff was made on January 8, 1971 to state A. The purpose of the visit was to meet with district personnel. The key members at the district level were members of the vocational education department, the guidance department, and the local school superintendent.

There were several key dates in the month of February critical to the project. On February 5, 1971 a letter from CVE was sent to the principal for the purpose of estimating the time of involvement at school A. A memo dated February 11, 1971 stated that the principal had discussed OG with ". . . the department heads at school A and they were 'enthusiastic' about participating in this project." On February 16, 1971 the principal presented OG to the staff. The principal openly discussed the possibility of being involved with the innovation at his school. On February 24, 1971 the principal told a member of the CVE staff that ". . . the faculty had responded positively to the running of the project at school A." It was not known whether the faculty officially voted for the project; nevertheless, they desired to try the innovation for the 1971-72 school year.

After the telephone conversation between the director of OG and the principal of school A, the director of OG telephoned the state director of vocational education (the original contact person at state A). The purpose of the call on February 24, 1971 was to arrange a time and place for negotiating the joint agreement between CVE and state A. The substance of the telephone call was to pass on the message that the principal would participate. In short, a meeting at site A was necessary ". . . in which negotiations could be conducted toward the joint agreement." The field associate reported that the state director was ". . . glad to get the news," and added that although he had made some effort to move (the principal) toward an earlier decision it had become very clear that (the principal) was a person who insisted on having all the facts before he made decisions as serious as this. The principal's deliberate intentions seemed to be part of his overall strategy of introducing the innovation to the teaching staff. The principal's deliberation was perhaps related to how the community and teaching staff would accept an innovation that was perceived as being vocationally oriented. This seemed to be a critical concern for the principal because of the school's changing academic status from a highly college oriented curriculum to a non-college oriented program. This was an important consideration, especially since the school as previously brought out had at one time been a school revered by the black academic community.

The arrangements for the negotiations were passed to the director of guidance and counseling at the district level. The CVE staff made a visit to site A on March 10-11, 1971 for the purpose of discussing negotiations, and "to draw up the letter of agreement for the product engineering phase of OG." The state director of vocational education suggested they type a joint agreement. The state director of vocational education felt that the signatures on the agreement should include the state, school district, high school, and CVE. The principal's signature was important to the contract agreement. The state director of vocational education remarked ". . . it was critically important to have him (the principal) participate in the formulation of the agreement and to sign off his institution." This was a novel approach. This was the first time that the CVE had anyone from the school level sign the actual contract. For the purpose of securing the first field test school, CVE agreed to the state director's recommendation.

There were six representatives in the March 10-11, 1971 meeting at site A that played a significant role during the initiation phase:

1. State supervisor of vocational guidance
2. Consultant guidance, counseling and testing (state)
3. Director guidance and counseling (district)
4. Acting executive director vocational and technical education
5. Principal (school A)
6. Guidance counselor (school A)

The principal also wanted changes in the original contract to include the ". . . addition of a 'project counselor' to assist (the principal) during OG." The Center revised the agreement to conform with the principal's desire for an additional staff member to help implement the innovation. This was also a novel event, because the original contract stipulated that only one field coordinator would be needed to monitor the procedural model at the building level. Indications were that the principal needed a strong legitimizer whom teachers respected. The counselor who was later selected for the position was a strong advocate and was an opinion leader at the school. He was also head of the local teacher association and later became the field associate for school C. The negotiation phase ended after the visit by CVE to site A in March.

Contract. The contract phase began in early April of 1971. This was approximately four months after the first awareness of the procedural model by the state director of vocational education. The cooperative agreement was sent to state A on April 14, 1971. A news release, which was prepared by the CVE staff, was also sent with the cooperative agreement. The news release was published for public information after the agreement was signed.

On May 5, 1971 members of the CVE staff visited with representatives of the state and local school district. The purpose of the trip was threefold:

1. to determine funding procedures for the field coordinator;

2. to determine personnel procedures for the field coordinator; and

3. to determine accounting procedures for local contributions by district A and state A.

The agreement was signed during the summer of 1971.

The field associate was chosen during the month of July 1971. The field associate's job became effective on July 26, 1971. The field associate was selected by the acting assistant superintendent for staff personnel services for site A. The field associate was trained during the period from August 9-13, 1971 by the CVE staff for the purpose of preparing him for his role in the developmental effort at school A.

School Initiation. School initiation at site A was also different from other field test schools. There was no formal initiation of OG at school A. The innovation had previously been discussed by the principal in February of 1971 with his teaching staff. The teachers had previously agreed in February to help develop and test the model. In the fall of 1971 the innovation formally was introduced to the faculty by CVE representatives.

There was no specific strategy used by the principal to acquire teacher participation. On September 8, 1971 through September 11, 1971, the CVE staff visited school A to help the teachers form the various committees and task groups, which would be responsible for directing the innovation to completion.

The context evaluation activities of OG were characterized by the following activities in the fall of 1971:

1. Steering Committee and advisory committees formed;

2. evaluation of instrumentation, procedural guides, manuals, and A/V presentations;

3. several teachers and students were divided into work groups;

4. materials were revised, edited;
5. several trips by the CVE staff to review procedures;
6. constant interaction between CVE and school A;
7. constant training of the field associate to conform with CVE mandates; and
8. CVE from November 1, 1971 to January 1972 the staff had collected information on career guidance needs of the student population.

Several comments were indicative of the type of interaction between the teachers, students, field associate, and CVE staff members during the fall of 1971. The students seemed to receive the program openly, however, ". . . there was some hostility with the teachers and guidance counselors mainly because they thought their job was threatened." In addition there seemed to be a lack of knowledge about who had the power ". . . within the particular task forces and Steering Committees and who people should go to." The field associate was still being trained and the project counselor did not know his actual role in the project. This was clearly documented in a trip report by a CVE staff member, who was informed by a counselor of the field associate's ". . . disfunction in the school." The developer of the OG model accepted partial blame for the field associate's ineptness. The developer related to the counselor that the field associate's lack of training was the main reason for this ineptness. The developer mentioned that the project director who was working with the field associate also lacked substantive knowledge about the innovation. The developer further remarked that the project director ". . . did not appear to know what his role was in the school and in the project . . . it was suggested that the project director would have the responsibility for . . . the preparation of reports on activities within the school." This essentially concluded the initiation phase for site A.

Site B - Initiation: Site Awareness, Interest, and Evaluation. The initial contact was made with site B through a letter (February 1971) to the director of CVE from the state director of the Research Coordinating Unit (RCU) for Vocational Education in that state. The director of the RCU indicated he had received a report of the planned field test of the "Behavioral Model for Vocational Guidance." He had immediately contacted the state director for vocational and technical education for "approval to explore the possibility of (site B) being included in the field test." He listed four things which stimulated his interest:

1. He was impressed by the "potential of the system;"

2. The state had "identified guidance as a priority area and earmarked research funds to implement projects;"

3. He felt that state efforts should complement projects at The Center wherever possible; and

4. The state had had two counties "which have indicated a very definite interest in working with their guidance personnel relative to vocational aspects of guidance."

The Center responded by sending a letter and making a phone call (March 1971) indicating that the model was in the initial stages of development and that any implementation of it at that time would have to be considered research and development. The interest was still there on the part of the RCU director. Subsequently, the RCU director contacted one of the counties in the state, gained their interest and arranged a meeting (June 1971) with representatives from CVE to discuss the possibility of having a field site in that county. The county representatives were: the associate superintendent of schools; the assistant superintendent for services; the director of vocational education; and the director of guidance counseling and testing. The state representatives were the director of RCU and the state director of counseling and guidance. The major point of discussion was reported to be concerning the resources that the county would need to contribute in order to participate. As a result of this meeting the county decided to participate (July 1971) and began selecting school sites.

Negotiations. Negotiations then began and three schools were initially selected as potential sites. The final selection was made by personnel from CVE on the basis of the school having a greater number of counselors and being involved with a modular scheduling system. The developer's intent was to determine whether OG could work in an innovative type of school organizational arrangement. Negotiations continued through August 1971 at which time the County Board of Education approved the project.

Contract. The contracts for site B were in three stages. Initially a contract was set up for the time period of December 1971 to February 1973. This contract was designed so that this second site could assist the developers in engineering the project and provide a pre-field trial site for the materials coming out of site A. The initiation at school B did not take place until February 1972 because the school was just completing a North Central evaluation exercise and the principal wanted to get that behind him before starting OG. More details of this will be brought out in the school initiation discussion. As early as January 1972 the county was interested in extending the contract to August of 1973. State representatives indicated that this extended time would allow them to further evaluate the product. Subsequently, the initial agreement was modified and a new contract was established for the time period of July 1, 1972 through June 30, 1973. This contract was renegotiated during 1973 and extended to June 30, 1974.

Throughout the contract discussions the primary flow of information and points of decision concerned the allocation of resources and securing funds to support the project. Table 6 illustrates the initial financial commitment of the state and the county. It will be brought out later in the discussion of the implementation that the state did not maintain very close contact with the project even though they had the greater percentage of the monetary investment. In addition to CVE representatives, the site B contract was signed by the superintendent of County B and the state director of vocational education in state B. The main persons involved during the initiation were however, the state director of the RCU and the director of guidance counseling and testing at the county level.

School Initiation. Some time in November 1971 the field associate for school B was selected from a set of competing candidates. It should be remembered that the school was selected some time toward the end of July or the first part of August. It was planned that the field associate would present the orientation materials to the faculty and staff in January but the principal requested that the initiation be put off until February. It should be noted at this point that the 1971-72 school year was the principal's first year at school B. The school was also undergoing a North Central evaluation. In addition to these factors the school was introducing the use of a new method of individualized instructional packages. The existance of these factors did tend to have an inhibiting influence on the initiation of OG to the faculty and staff.

The documentation of the initiation does not clearly show how the faculty and staff responded to the innovation. It is clear that there were four basic presentations: one to the counselors, administrator and department heads; one to the teachers; and one to a representative set of students. There was basically no preparation of the individuals prior to the presentation by the field associate and a CVE representative.

The field associate had been at the school for approximately three months. There were no specific records concerning whether she had been introduced officially to the faculty. In fact, there was some indication that very few of the teachers or students knew who she was or what role in the school she would perform. In a later conversation during the implementation one of the school

TABLE 6

Site B Funding Arrangements for July 1, 1972 - June 30, 1973

Services	State	Site (county)
Field Associate Salary	100%	
Secretary	100% (.5 FTE)	
Travel	100%	
All Other Services	38%	62%
Faculty and Staff (96 man days)		100%
Total Investment	(19,000.00)	(5,550.00)
Percent of Total Investment	77%	23%

administrators brought out the fact that the counselors were initially very disturbed about the hiring of the field associate. It seemed that the counselors felt that the project was essentially within their domain of responsibility and if anyone was going to manage the project and receive money for doing it, they should be the ones. This feeling of the counselors played an important role throughout the implementation. It will be brought out later in discussion that in general some counselors did not participate extensively in the project and one actually attempted to degrade the effort, because of their feelings concerning the manner in which the field associate was hired. During the initiation these were hidden influences. However, the field associate reported shortly after she had been at the school that other than some difficulty in obtaining some office space she felt that she was being well received.

Both the faculty and staff initiation meetings were presented after school. Most of the responses of both presentations were concerning questions about the product and how it would be conducted in their school. Although they expressed concern about the manner in which the project was introduced, they felt as though they really had no say as to whether the program was to be used at the school or not. It was not clear to them how or why the school had been selected. To add to this confusion the audiovisual presentation did not provide enough information about the project and the information was ambiguous, thus leaving the faculty and staff in a quandary. The following is a listing of some of the concerns that were expressed about the product.

1. The department heads perceived that the program was geared to be an evaluation of their departments. This may have been an overreaction to the fact that they had just gone through the first stages of a North Central evaluation.

2. They expressed concern about how the information that was gathered by services would be used by the university.

3. How will the project meet the needs that are identified?

4. How will the students be involved?

5. How long has the program been going at site A?

6. If we start now (February) what will we do with the project during the summer?

7. What happens with the project after we get through a complete cycle?

The only event resembling a vote was when the field associate sent out a form to the faculty asking whether or not they wished to be involved with the program. It was not at all clear as to the amount of available information the faculty and staff had concerning whether they would support the project. The faculty and staff felt that the decision had really already been made to implement the project.

The record concerning the students' response to the initiation is very sparse. Even the number of students or how they were selected was not recorded. However, it was stated that the students felt as though the audiovisual presentation did not really explain the purpose of OG. Also some of the students questioned whether the counselors were not already providing the services suggested by the program. After some discussion with the field associate and the CVE representative the students seemed to be more positive about the program. Once the students had been oriented this essentially concluded the initiation phase at site B.

Site C - Initiation: Site Awareness, Interest, and Evaluation. Site C was in the same testing area as site A. Although schools A and C are in the same city it will be referred to as site C, or school C, or state C, to distinguish it from site A, or school A, or state A.

The district was previously aware of OG. The prototype model was developed and the initial testing was begun at school A. The funding procedures for school C were similar to those for school A. Local contributions were primarily used to finance both schools. State contributions were minimal.

The selection of school C occurred during the contract renegotiation between CVE and school A. In the spring of 1972, school A had completed some initial developing and testing of the OG procedures and materials, which began in the fall of 1971. The developers were interested in renewing the original agreement with school A to test the revised procedures at a different school in the city.

The initiation phase for school C took less than four months. This includes negotiations and contractual arrangements. Whereas, it took the other five schools, anywhere from seven to eleven months to complete the negotiations and contractual arrangements. This must be considered in light of the fact that school C's negotiation and contract phase was also part of the renegotiation phase between CVE and school A. Nevertheless, school C's negotiation was much shorter than the other schools because of its relationship with school A and the local funding agency.

Negotiation. The actual negotiation period for school C did not occur until April of 1972. On April 20, 1972 the CVE staff visited with representatives from school A's local board of education and the state board of education. The purpose of the visit was to renegotiate the contractual agreement between CVE and school A. The developers were interested in extending their work at school A for another year. The developers were moving into their summative product engineering phase. They needed school A to continue developing the materials and procedures. During this meeting the idea of including another school to test the procedural model was also discussed.

Not until May 2, 1972, did the CVE staff receive any definite committment by the local representatives to include an additional school to test the materials, which previously had been developed at school A. During the spring of 1972 the state department of education's representative had persuaded the local school superintendent to allow school A to participate in the field test for FY 73. He had also persuaded the superintendent to add another school for testing the revised version, hence, school C.

On May 15, 1972, the CVE staff followed this correspondence with a visit to negotiate a new joint agreement. This time the agreement included school C along with school A. The meeting was attended by representatives from the state department of education, local director of guidance and counseling, and the principal from school A. School C had not been "named" at this time. The agreement to include another school was previously approved by local superintendent, but the actual selection of another school did not occur until after the May 15, 1972 meeting. The main purpose the meeting was then to negotiate a new contract and "all sections related to costs and the second field site were held in abeyance pending further action."

The need for including another school within the same city was evoked by the principal of school A. The principal was interested in the developers expanding their testing areas to include a white school within the same city. The reason for this was the fact that community interest groups were stating that OG was just another "black innovation" designed for "black schools." This was clearly brought out in the May 15, 1972 meeting, when the principal of school A:

> . . . emphasized the need for a white school as a second field site. Two reasons were given: (1) another school with a predominately black student population may indicate to the white population that OG has been designed for blacks only, and (2) the use of another school with a predominately black student population may also indicate to the black population . . . that OG is another program for blacks, and serve as another means to submerge the blacks in non-professional occupations.

It was reported that during and after the meeting, schools that could possibly serve as the second field site were discussed. The general strategy for entering the school was to approach the area superintendent and then discuss OG with the principal and counselors of selected schools.

Contract. The field associate of school A on May 22, 1972, telephoned the developer to provide him with a list of recommended schools for testing the revised version of OG materials. The field associate was instructed to discuss the five schools with the local director of guidance and counseling, and then schedule a visit for the developer between May 31 and June 1, 1972. The developer had to identify a school by June 2, 1972 to meet a June 13th selection deadline. During the telephone conversation the developer also instructed the field associate from school A to request that the project director from school A become the new field associate for school C.

The project director, who was recommended for the field associate position at school C, had previously worked in the project at school A. He was also involved in the original negotiations and contractual arrangements between school A and CVE during the spring and summer of 1971. The same individual was also president of the local teachers association. He was a strong advocate for OG while at school A.

On May 24, 1972, the local board of education approved the new budget for OG. The total amount approved for FY 73 was over $33,000 which included $26,500 for a field associate and project coordinator, $6,600 for a secretary, and $400 for operational costs.

During this same period (May - June) the field associate and the local director of guidance and counseling had contacted the principal of one of the five schools which was recommended on the May 22, 1972 through a telephone conversation between the field associate from school A and the developer. The field associate and the school guidance and counseling director persuaded the principal from school C to participate in the project. The CVE development staff did not have any input to the selection of school C; nor, had they met with or conversed with the principal of school C prior to the principals' agreement to participate. The project was explained to the principal by the field associate and the local director of guidance and counseling. The developer was then informed of the principals' decision to participate.

The developers visited with the principal and teaching staff of school C on June 6, 1972. The purpose of the visit was to meet the principal, teachers and to determine whether OG would have a warm reception. The meetings with teachers and counselors were quite informal. The principal was not sure what the project was all about; nor, did he know any of the CVE visitors. It seemed as though he had delegated the project responsibility to other members of the staff and had confidence that they were carrying out their responsibilities.

The teachers expressed positive attitudes about the need for the project even though it had never been officially explained to them by the CVE staff. However, it was reported that the counselors felt that the innovation would fail because:

1. Teachers were apathetic.

2. Teachers had low morale.

3. Teachers lacked unity.

They also felt the administration would not:

1. provide release time, and

2. the school had never been together because a principal had never stayed long enough to unite the staff.

The teachers echoed similar sentiments. They felt the project was needed, but it would probably fail because:

1. Teachers would not work together; committees couldn't get anything done.

2. Teachers were not involved in having the program here.

3. Teachers were apathetic toward change.

On the other hand, the teachers also indicated that the program would be good for the school because:

1. Working groups of students, teachers, counselors. and administrators could begin to bring unity and common purpose to the school.

2. Goals and purposes needed to be clarified.

3. Guidance services needed improved.

The above comments were indicative of the concerns of teachers and counselors. The comments also represent the atmosphere which pervaded the school, when the CVE staff made their first visit to school C on June 6, 1972.

Later in the month of July, 1972 the CVE staff made plans to officially introduce the project to the teachers and other staff members from school C. The students were scheduled to begin classes on August 28, 1972. The field associate training session was to occur on August 17-18, 1972. The OG staff was scheduled to assist the new field associate at school C. The field associate was an outsider and he also had to be officially introduced to the school faculty.

In August of 1972 the contractual agreement between CVE and schools A and C was finalized. The signatures included both principals, superintendent of the local school district, chairman of the state board of education, and the executive director along with the usual CVE signatures.

School Initiation. On August 22, 1972 the developers officially introduced the procedural model to the administrators and counselors. This was one week prior to the regularly scheduled classes for students. On August 22, 1972 the CVE staff presented an A/V presentation to the administrators and counselors. The same A/V presentation was shown to the total teaching staff on August 23, 1972.

The administrators and counselors were suspicious of the developers' intent. It was reported that one of the counselors ". . . began to accuse the developers of hiding something; not doing what they said they were doing."

The administrators and counselors were indifferent ". . . to the purpose of the meeting and what the developer's product might be able to do for the guidance staff." Again it was repeated that the developers ". . . should not act as though they were hiding something."

The CVE staff did not anticipate the expressed concern by the administrators and counselors toward a nationally funded project. This was clearly brought out in a statement by one of the developers, who commented:

> After listening to the tapes and discussing the dynamics of the meeting, it seems as though the problem was that we saw our role as clarifying the use of our product, and we had not anticipated the interest and concern in the general management and national implications of the project at CVE.

The administrators and counselors were not clear as to the actual objectives and purpose of the project. They were unable to interpret an innovation that did not propose specified outcomes. One of the developers pointed out that after the A/V presentation the administrators and teachers,

> . . . indicated there was too much information, too fast, and that the information was not in their language. They thought the show attractive, but after one time through all they knew was there was a career guidance program called OG.

On August 23, 1972 the same A/V presentation was presented to the teachers. The principal ". . . had expressed a hesitancy to have the teachers make their decisions on . . . the same day." There was also a feeling that OG was taking too much time. During the afternoon meeting on August 23, 1972 the principal ". . . implied that the school was committed to the project . . ." In the staff vote 76.5 percent agreed to participate in the project. A total of fifty-two teachers-counselors voted; forty voted yes; ten voted no; and there were two non-respondents.

Some of the comments that were written on the ballots are worth noting here. It will give the reader a picture of the teachers' first impression of the innovation. The comments listed below were extracted from the "OG decision ballot."

1. This school should not have any program which is either not carried through nor followed up.

2. It is too vocational oriented.

3. There are programs that have been instituted already that work along the same guidelines.

4. The need is definitely present. I am hopeful that the program can survive administration inability to implement constructive change.

5. Waste of money.

6. Too vague.

7. I say yes because I feel it is needed. But I believe it won't work.

8. Any help is appreciated that will assist the student in selecting objectives that will be of good to him and society.

9. This will be a very good program for the . . . student body.

10. Start as soon as possible! By all means, present to P.T.A.

11. It is my fervent hope that the results we obtain from this program will result in positive change.

Once the vote was taken and the decision to try OG was made this concluded the initiation phase at site C.

Site D - Initiation: Site Awareness, Interest, and Evaluation. The superintendent of the site D district first found out about the call for field sites through some informal contact with CVE personnel. Subsequently he sent a letter of interest to CVE in December of 1971. The primary reason of interest was the close relationship of Operation Guidance to the implementation of career education in their district. After a couple of correspondences between the superintendent and CVE, the state department was contacted. In April of 1972 the state department contacted CVE and in May of the same year the first field site visit was made by two representatives from CVE. The two CVE representatives met with both local and state personnel. As a result of this visit the site D superintendent wrote a letter to CVE indicating that he was "ready to go."

Negotiations. Negotiations concerning various aspects of the contract took place during July and August of 1972. Most of this was accomplished over the phone. Since the district has three high schools each one was informed about the possibility of site D being a field trial site. They each wrote a proposal. The basic criteria for the selection was that school D had been demonstrating an increasing interest and capability in the area of career education and counseling. The Operation Guidance project seemed to be a natural fit in the eyes of district personnel. The Center concurred with the districts recommendation.

During this negotiation phase the district also made a search for a field associate. The site D field associate that was selected was really the only one seriously considered. At the time of his selection he was a counselor in the school and was noted to have very good rapport with the faculty. The fact that the field associate had good rapport with the faculty was later born out in documented testimony by faculty members and played a major role in the reactions of the faculty and staff during the school initiation and implementation phases. Negotiations were finalized in August of 1972 and the contract was processed.

Contract. The contract phase was from August to December of 1972. The contract was primarily with the district. The state essentially endorsed the project and therefore further legitimized it. No state money was involved in the contract. The district was responsible for all costs other than the materials themselves. Besides the required signatures of The Center and the university personnel, the contract contained the signatures of the state director of student services, the state director of career education, and the district superintendent.

There was not any real clear indication in any documentation as to the reasons for the initial interest of the state in the project. The state department representatives did perceive that they had made considerable progress toward implementing concepts of career education. Thus OG was consistent with those career education objectives. There was no indication that they were overly influenced by the fact that the project was being nationally developed. A reflection of this attitude is that no announcement of this contract was made by anyone at the state level.

School Initiation. Once the school and field associate had been selected, during the negotiation phase, plans began to initiate Operation Guidance into the school. As part of the initiation phase it was necessary for the faculty and staff of the school to approve of the project with a "significant majority." (In general a "significant majority" was considered to be 70 percent or greater of yes votes from the faculty and staff of the school.) Teachers of the selected school were not informed that they would be involved with the project and decide whether they wanted the school to participate until they returned in August. Most of the negotiations and contract were completed before the teachers returned from summer vacation. However, the project plan still called for a vote by the faculty. As will be shown through comments made by the faculty this set of circumstances had a major effect on the initial reaction of the faculty and staff during initiation.

During the initiation phase there were primarily five district personnel involved: the superintendent; the assistant superintendent of instruction; the director of secondary education; the coordinator of career education; and the coordinator of student services. The coordinator of student services was the primary link to the school. In the school the principal delegated the operational responsibility to his assistant principal in charge of curriculum. There were also many comments in latter trip reports that the principal had considerable confidence in the field associate's ability to carry out the necessary activities. The organizational structure and the coordinated flow of responsibility between the school and district level impressed the CVE representatives on their first site visit. This flow of responsibility and authority seemed to greatly facilitate the projects initiation into the district.

In a discussion with some of the district personnel later in the project it was revealed that they were interested in the project for several reasons. For one, the project was perceived as consistent with their goal to implement more notions of career education into the curriculum. Secondly, the systems or systematic approach to curriculum development was consistent with other plans in the district to implement a systems approach to budget, planning and accounting. A third perception that influenced their decision to try Operation Guidance was that the definition of outcomes once established would be in terms of student behaviors. A final perception was that the project would help better define and make accountable the counselor's role. It was the impression of at least two district administrators that the general public was not satisfied with what counselors were doing. One of these administrators made the statement that "some groups are around who are looking very seriously at the counseling role. Unless we really change, counselors may be dropped from the schools. Counselors feel this pressure and want to change but are afraid."

The administrators at the school level gave reasons which were similar to those of the district administrators but translated into local building concerns. The primary spokesman was the vice principal in charge of curriculum. He indicated that Operation Guidance was a means of involving the staff in a systematic manner in order to come up with solutions to the identified problem of assisting students in defining their career desires and opportunities. He envisioned that OG would assist in moderating the extremes of opinion concerning career education. Through OG he saw that the academicians and the traditional vocational educators could begin to see how they might relate career education to their area of the school curriculum. In general his main interest in OG focused on providing a viable alternative for initiating cross-disciplinary studies. The fact that OG did have a cross-disciplinary effect at site D is clearly brought out in comments during the implementation phase. Some other aspects of OG that were of interest to the vice principal were: (1) it involved the total community of the school, businesses, parents, students, administration, and teachers; (2) it had a "grass roots" modus operandi in that the participants define their own outcomes; (3) it was a nationally sponsored development effort with a concurrent geographical distribution of the development sites; and (4) it had systematically organized and sufficient lead time before any outcomes would be implemented. This later point was of particular interest. It will be brought out in subsequent discussion that most individuals in the sites criticized the project because it took so long to generate any outcomes. The vice principal's point was that change takes a considerable amount of learning and that this learning takes time. From the vice principal's viewpoint OG provided a systematic and meaningful way to use that time. Both the vice principal and principal viewed OG as a training tool for their field associate which provided them with a model which could be adapted to the more general goal of planned curriculum change and assessment.

The faculty and staff of the school was introduced to OG in October 1972 through the procedures in Module 1 of the system. The basic process involved showing the audiovisual presentation first to the counselors then to a selected set of opinion leaders, and then to the remainder of the faculty and staff. Also a group of students were shown the slide show.

The counselors reacted to the initial presentation with several comments. A summary of these comments follows. They felt that the A/V presentation moved too fast and therefore they didn't get enough information. They seemed to misperceive that the project was a predesigned program for guidance rather than a process to assess and develop their own guidance program. This misperception seemed to permeate most of the responses of all the faculty and staff. They raised several questions about the actual role assignment of the counselor in the implementation phase. The counselors seemed to feel that an evaluation of the guidance and counseling process and outcomes was justified and in general they didn't appear threatened by the project.

The opinion leaders were the department heads, the principal, and two of the vice principals (the vice principal in charge of counseling had already gone through initiation with the counselors). The opinion leaders had a vague idea about some guidance project being initiated at their school. After the general A/V presentation to the opinion leaders there was very little discussion. In general, the department heads did not wish to speak for their representative groups, nor did they feel that the staff would thoroughly understand the project. The head of the English Department, along with four or five other individuals, were somewhat aggressive (hostile) in their comments, questions, and criticisms of the presentation, the method of involvement by the district and school, and the vagueness of the system as presented by the CVE staff. Some felt that they were being asked to make a decision about accepting the project for trial when that decision had already been made. The presence of the two vice principals in the meetings seemed to inhibit some of the individuals from commenting about the innovation.

The remainder of the faculty and staff was initiated through small group meetings during their planning periods throughout the day. It was reported after the meeting that, "The staff members entered the session exhibiting a range of emotional expression from eager anticipation to outward hostile feelings." This variance of feeling was also expressed throughout the meetings. In general, the reactions related to concerns about how the project was being introduced to them, the perceptions they had about OG, and some feelings about how some characteristics of the school might effect the acceptance of the project.

The faculty and staff came into the introduction session having only brief knowledge as to its purpose. They were only given a brochure about OG prior to the meeting. The general feeling expressed by the teachers was that they were being pressured into accepting something with very little information on which to make a decision. The faculty and staff felt that the school district was already committed to trying OG, and voting on whether to accept the project was after the fact. Other reflections of this concern were comments like:

1. The staff has been kept in the dark too long.

2. The brochure and slide show was too vague to know what was going to happen as a result of using OG.

3. Too many people are being involved in the decision to accept.

One individual summarized this general feeling of pressure and lack of information when he said, "I feel I have just bought a set of encyclopedias and don't know what I have." Another stated that, "If you want someone to buy something you have to be more positive about what could result or why we need it." Most of the comments about the introduction and orientation session were argumentative. The major positive response to the teacher initiation was the feeling that they were provided the opportunity to express their concerns and this made them feel better about the project.

Another aspect of the response during the initiation concerned questions about the project itself. In general those concerns were reflected in comments such as:

1. How much time is it going to require from me?

2. What will be the end result?

3. What does OG do for the classroom teacher?

4. The terms that the product uses are unclear.

The faculty and staff also had the problem of determining whether OG was a program with predetermined outcomes or some type of evaluation process. They did, however, see the evaluation aspect of the project and indicated that this seemed worthwhile.

A third element of the response to the initiation centered on events that occurred previously at the school and in the district in which other innovations were not supported. One situation was that two years prior to the initiation of OG the school and the district had gone through an evaluation of what they were doing with respect to career education. There seemed to be some negative feelings about the evaluation at the time, and some of negative feelings still existed at the initiation of OG. Another event which was mentioned in the initiation meetings was a differentiated staffing project which was planned at one of the other high schools in the district. It seemed that some of the teachers at school D were previously involved in the planning for the differentiated staffing project. After a considerable amount of time and effort had been spent and a plan devised the district administration reversed their decision to implement the plan. There was some concern expressed in the initiation meetings of OG that the same thing might happen in this case.

In summary, the overriding attitude during initiation seemed to be somewhat argumentative. However, when the final vote was taken 78 percent of the faculty and staff voted for accepting the project. A statement made by one of the staff members summarized the basic reason many of them voted for the project; "if (the field associate) believes it's good for the school, then I'm willing to give it a try." The fact that the field associate was a respected member of the school faculty had a facilitating effect on the initial acceptance of OG by the faculty and staff.

Site E - Initiation: Site Awareness, Interest, and Evaluation. The initial contact with site E was through a letter in February 1971 from an administrative staff member in the Division of Career and Vocational Education at the State Department of Education. This individual was a personal friend of an administrator at CVE. He had heard about the development of the OG model through some literature and informal contact with persons knowledgeable about the CVE's efforts. After several correspondences with CVE over more than a year's time the chief administrator contacted CVE (July 1972), indicating the state's interest in participating in the project. In fact by that time the state department had selected some potential school sites.

The reason for the interest of the state department was easy to determine. One factor was that the state was highly involved with the implementation of career education. Therefore, OG was very consistent with the objectives of the state. Prior to involvement with OG the state was also the location of another comprehensive field development and test of another project at CVE. Thus a working relationship between the state and The Center was already established.

Negotiations. During the negotiation period four schools were being considered to test OG. The school that was finally selected was one of those recommended by the state department. The CVE personnel met with the head of the Division of Career and Vocational Education and the director of Career Guidance. The outcome of this meeting was that the State Legislature was influencing the state department of education to initiate a career guidance program at the high school level. Just a year prior to the involvement with OG the state department had been reorganized resulting in the Division of Career and Vocational Education. This was a merger of the previously two separate departments of Education and Vocational Education. It was also revealed in this meeting that the state department personnel still had the perception that OG was a total guidance system rather than a process and set of tools to be used by a school to develop their own guidance program. During the meeting with the state personnel they were careful to make it clear that CVE had been the one who had selected the school site and not the state department. This seemed to be an exhibition of the effort to counter any political repercussions which might result in claims of the state department showing favoritism.

The superintendent, the principal, the head of the guidance department, two students, and three board members were the key representatives at the local level. The state director of career guidance was also in attendance. It will be shown throughout the discussion of OG at site E that this representative of the state played a major role at the local school level. The school district was relatively small and the superintendent was fairly aggressive and eager to be involved with programs that would gain recognition while at the same time help the school to do a better job. After the superintendent met with the board the decision was made to participate in the OG effort. It should be noted that the superintendent rather than the principal or any other administrator or teacher was the prime advocate of OG during the initiation.

The superintendent indicated in an interview that the school was asked to submit a proposal to the state department to be involved with OG and was selected because of several reasons: (1) the district was relatively small and located in a rural setting; (2) the heterogeneous ethnic mix of the community and student body; (3) the convenient distance from a major metropolitan area; and (4) the established working relationship with the state department of education. The superintendent's interest in OG was that it provided a systematic self-appraisal of their guidance program. He indicated its similarity to North Central evaluation but said that OG "zeros in on specific content areas." He felt OG was attacking a real problem. He commented that guidance programs in general do not have a good image. The most innovative aspect of OG from his perspective was the "process approach" to the solution of a problem.

Contract. After the initial site visit by CVE representatives, the site E state department, and the local school district began the process of writing a contract. Although it was not apparent at the beginning, this process became very involved legally. It ended up taking over a year to complete the contractual arrangements (September 1972 - November 1973). This contract differed somewhat from most of the other five site contracts. The primary difference was in the area of financial arrangements. At site E both the state and local district were involved in the funding arrangements. Table 7 displays the final arrangements in terms of percentages. The funding arrangements reflect a certain level of involvement by the state that was somewhat unique to the six sites. This factor seemed to play a role in the pressures which were brought to bear on the field associate with respect to the amount of time that she was expected to contribute to both local and state needs. Hints of the conflict of role demands were seen during the initiation stage. However, the most visable conflicts occurred during the implementation phase. More will be mentioned about this during the discussion of the district and school initiation.

School Initiation. Because of the nature of the organizational structure and conduct of the school system which have been previously discussed, the basic overall strategy for initiation was devised and carried out by the superintendent. The superintendent used various techniques which he referred to as "administrative manipulation" to insure the initial acceptance or involvement of the school. Through a series of events leading up to and including the vote of the faculty on the questions of whether or not to be involved, the initiation of OG at site E almost failed.

During the final stages of the contract phase a field associate was hired. Initially the district superintendent had made a recommendation, but the field associate that was finally selected was one recommended by the director of career guidance at the state level. The appointed field associate previously had not been associated with the school. In fact she had been in the state only two years. It seemed very important for the administration (mainly the superintendent and principal) at the school to have the field associate become a part of the school. However, her contract stated that she was to spend 100 percent of her time with OG. During the initiation phase the administration requested that she be involved with counseling some students, and participating in the supervision of students at various social activities. This along with the slowness and seeming reluctance of the administration to provide her with the appropriate office space resulted in several confrontations involving the state representative (director of career guidance), the field associate, personnel from CVE, and the administration of the school. These conflicts were resolved through some negotiation and the field associate was allowed to operate under the terms of the contract. However, in a move of compromise and demonstration of good faith the field associate did participate in certain activities involving the supervision of students. This conflict of demands on the field associate did have an initial negative effect on the progress of OG.

Another major influence to the initiation of OG at site E was the relationships between the superintendent of the district and

TABLE 7

Site E General Funding Arrangements

Service	State Benefits	Site (District)
Field Associate's salary	100%	
Salary for secretary (0.5 FTE)	--	100%
Travel	All out of state	All in state
All other services except offset printing	--	100%
Offset printing	100%	--

the principal of the school. As has been described the organizational and physical arrangement of having a superintendent and only one high school was somewhat unique. Also the principal was new at the site E school that year. These facts along with the strong authoritative style of the superintendent provided the environment for certain conflicts. Documentation from trip reports during the initiation at the school suggested that the principal was not very enthusiastic about the prospects of having the project in the school. It was not clear through the documentary evidence why he was skeptical of having OG in the school.

The administrative personnel involved in the initiation of OG at the school level were: the superintendent, the principal, the vice principal, and the head of the counseling department. The various concerns of these individuals came out in a meeting which they all attended to discuss the role of OG and the field associate in their school. In this meeting the superintendent expressed concerns about not understanding the role of the field associate, contacts with CVE, what the reactions of the staff would be, and whether they should stick with the program. The principal was also concerned about the amount of involvement of the community and staff. It was the principal's impression that the "majority (would) not care less . . ." about being or not being involved. The head of counselors was concerned that the acceptance of OG ". . . is a learning procedure . . ." which implies time and teaching on the part of someone.

Although there were some logistic problems such as materials being late on arrival from CVE, and a slide projector could not be located to show the introductory presentation, the administration did support the initiation in both word and action and fifteen personnel designated as opinion leaders were selected by the superintendent to be initiated to the program. No records were available as to how these individuals received the program, except that they were sufficiently positive to support going to the entire faculty.

Prior to the meeting with the total faculty and staff some awareness of the program had been generated. A few announcements at faculty meetings had been delivered and a brochure had been passed out.

In the sequence of meetings with the remainder of the faculty and staff the field associate and representatives met with two segments at different times during October 1972: first with the counselors and then with the total faculty. The counselors were concerned about their role responsibilities in the project. They were also concerned about having administrative assurance that recommendations from such a program would actually be implemented. They were also concerned that some changes had been suggested in the past that were turned down by the administration. Thus, they viewed OG as another project that would probably have little or no impact on the school curriculum.

The meeting with the faculty seemed to be the most critical event in the entire process of the initiation at site E. The decision essentially had been made prior to the orientation of the faculty that OG would be tested at school E. However, the procedures of OG called for the faculty and staff having the final vote. The faculty and staff did not have a clear understanding of exactly what was going on. Prior to the orientation of the faculty there had been a discussion as to the strategy that would be best to use. Representatives from CVE recommended that the best method would be to have the faculty meet in small groups during their planning period or some other time throughout one or two days. After some discussion the principal vetoed that suggestion. His reasons were that teachers had previous obligations to perform for him by the next day and that they would not have any free time. Therefore, the meeting was held after school, in a section of the auditorium, on a very hot day (the air conditioner was not working), and after a somewhat belabored staff meeting which left the staff in a relatively negative frame of reference.

During the staff meeting the principal took the opportunity to inform the staff of a number of responsibilities that they would have in the immediate future. It was reported that "they (the faculty) were reminded not to walk through the kitchen with their trays, to get their course descriptions in immediately, and that they had no choice about participating in IOTA." The acronym IOTA stands for "Instrument for the Observation of Teaching Activities." IOTA was another innovation being introduced to the site E faculty which was designed to evaluate and be used to improve teacher activities. The teachers were not consulted about their willingness to participate in the IOTA program, and were being required to attend a workshop on a Saturday which was also Veterans Day. In interviews with some teachers the day after the faculty meeting, there was a considerable amount of anxiety expressed about the IOTA program. Putting all of these factors together provided a rather negative setting for the initiation of OG to the faculty.

After a brief verbal introduction by the field associate and a representative from CVE, in addition to the audiovisual presentation; the faculty and staff was divided into two groups and asked questions about the project. The following report was made by one of The Center representatives concerning the response of the faculty to this strategy. This report provides a good description of the confusion surrounding the initiation of the faculty and staff to OG.

> Immediately following the presentation I (the CVE representative) was up and standing ready to explain the criterion test. (After the presentation the individuals

> present were requested to take a short test concerning the information presented to them.) The Field Associate got excited and one jump ahead of me started dividing the group. Administrators felt opinion leaders should be divided to help carry each group. The Field Associate read the names to move to the top of the auditorium . . . she called these people aloud as 'opinion leaders' that saw the show yesterday. We both sensed an immediate offensiveness (about) the term. 'If they're the opinion leaders who am I,' sort of feeling. Teachers were reluctant to move. . . . It seemed those cooperative about moving were of a different make up than those refusing to move. Also the opinion leaders in the upper group were vocal in support. The ones in the lower group remained very quiet. I could only explain (the) criterion test in part. Teachers were mostly silly about doing the test, copying, talking, smarting off, etc. Later the Field Associate exchanged groups with me. Her group was very hostile. The tiredness of faces and the far-apartness and rigidness of auditorium seating was distressing. Administrators had left and although (the two state representatives) stayed, the effect was similar to the behavior of children when a highly authoritarian and strict teacher leaves the room.

It was first thought that they did not reach the 70 percent agreement criterion. The vote was 67.9 percent in favor. The principal remarked that, "It's no wonder they voted it down. It was too much." It should be remembered that the principal was the one who had argued for having the presentation at that time.

The faculty and staff's basic concerns were:

1. How much time is it going to take?
2. Do we really need this type of program, aren't we already doing a fairly good job in this area?
3. Will the benefits really reach the students and when?
4. Who is going to do all of this work on the project?
5. We will probably do a lot of work and nothing will happen as usual.
6. The goals are still not at all clear.

The next day the field associate and CVE representatives were available for questions in order to clear up some of the frustration that was sensed at the faculty meeting. No one came to ask questions. Some individuals who were not at the faculty meeting were contacted. They seemed to have the same concerns as those expressed in the faculty meeting.

Eleven student officers of the various classes had been selected to view the orientation presentation. Three of the students were not able to make the meeting. After the presentation five of them had the perception that OG was a prescribed program. One of the seniors indicated that she was sorry that she would not be able to benefit from the results of such a program, but that she was very interested in helping. All those who attended were supportive of OG.

Site F - Initiation: Site Awareness, Interest, and Evaluation. During the month of February 1972, a member of the CVE staff and a member of the state department of education for state F, informally discussed the procedural model in several telephone conversations. It was agreed upon that the CVE representative should contact the local assistant superintendent for instruction at site F. A formal letter was sent to the local assistant superintendent from the CVE representative, shortly following the telephone conversations. The letter was basically asking the assistant superintendent if his school district would be interested in field testing the procedural model.

There was no clear indication why the state representative selected district F as a potential test area. The state's interest was not clearly known at that time. However, there were indications that the state wanted to devise a complete career guidance system from K to twelve. This was evident at the local school level. Also, another career guidance system for junior high schools developed by the American Institute for Research (AIR) had been previously tested in the district. It seems that OG was perceived by the district as meeting the requirements for their ". . . overall strategy for developing a career guidance program from K to twelve."

The assistant superintendent at the district level forwarded the letter previously referred to from CVE to the director of guidance and counseling. This led the director of guidance and counseling to respond to the call for field sites. The response from site F occurred within three weeks after the initial telephone conversations.

The responsibility of contacting CVE was passed down to the local director of guidance. A letter from the district director of guidance and counseling to CVE expressed interest in the procedural model, "I have examined your model and am interested in the possibility of having some of our district schools involved as test sites." The director of guidance and counseling also listed six areas of concern in the letter, in order to gain school board approval:

1. The number of schools that need to be involved in our district.

2. The staff and financial obligations that the district would have to assume in order to participate.

3. Who will be expected to assume the responsibility of directing the program?

4. Will your office provide consultative help? If so, to what extent?

5. Would it be possible to arrange for a representative from our staff to visit the CVE at the university and/or observe the program already in session at site B and/or site A prior to our making a firm commitment if our district is to be favorably considered?

6. What is the target date to begin the program and for what period will the program be in operation?

Correspondence was maintained between representatives from CVE and representatives from site F during the months of February, March, and April 1972. In May 1972 representatives from CVE visited with the representatives from site F. The purpose of the site visit was to provide the primary administrators at site F with more information about the procedural model.

Negotiations. The negotiation phase began when the representatives from CVE visited site F in May of 1972. The CVE staff met with members of the administrative division for the local school district and members of school F. It was not certain how school F was chosen prior to negotiations, but the indication was that the director of guidance and counseling was interested in getting the innovation placed in a predominately black school. Another indication was that the principal of school F and the guidance counselor were friends.

This meeting was very significant for several reasons. First of all, the school was preselected by a member of the local school district, before an agreement was made to test the innovation. Secondly, the choice of schools was left to the sole discretion of the local school district personnel. Finally, the principal at the building level was present during the negotiation phase. The latter point reappears continuously throughout the duration of the project; in the form of comments like, "it's the principal's project."

The main intent of the district representative's interest in OG was uncovered during this initial meeting. It was pointed out that the district representative's primary interest in the procedural model was ". . . seen as a vehicle through which a computer could be justified." After the general session among the representatives from CVE, site F and school F, it was suggested that the CVE staff ". . . send a letter to . . . the general superintendent of district F, asking a formal request that district F participate in OG."

A formal letter of request to field test the procedural model was sent to the superintendent of district F on May 16, 1972. A response from the superintendent's office to CVE stated, that the district could not finance the project because of insufficient funds. The preceeding year tax levies and bond issues had been defeated.

It was recommended at the district level that state funds would be needed to finance the venture. Between the months of June and July negotiations at site F were still underway to determine who and what department at the state level would finance the project. A proposal from site F was sent to the state education department for the purpose of requesting reimbursable funds.

Finally, a telephone call from the state level to the director of OG explained that there was a breakdown in communication at site F. The assistant superintendent of district F ". . . did not know that the state was willing to financially support site F's participation in OG . . ."

On August 3, 1972, the state department of education received a proposal from the local school district of site F, requesting the state to finance the project. A letter from the associate commissioner for occupational education and technology for the state department of education was sent to the superintendent of site F on August 30, 1972, approving the proposal from site F to test the procedural model. The state funding would be effective September 1, 1972 through June 1973.

The project was approved for a maximum reimbursement of $18, 158.00. The proposal stipulated that a vocational counselor would be employed to monitor the project at the building level.

Contract. The contract talk was instigated by a member of the CVE staff. A letter from CVE to the director of guidance at the district level was sent on September 6, 1972, stipulating the provisions of the contractual agreement. The contract talk began approximately eight months after the informal telephone conversations between the representative of CVE and the representative of the state department of education in February of 1972. The letter described the contents of a package of materials that was being forwarded along with the letter. The package consisted of the following items:

1. draft joint agreement
2. position description for the field associate who will be working in school F
3. estimated time schedule for the project
4. information brochure
5. article which appeared in the American Vocational Journal (April 1972) and
6. abstract of the OG project.

The director of the OG project telephoned the director of guidance at site F on September 6, 1972, for the purpose of arranging a meeting with the district representatives, on September 13, 1972. A draft copy of the joint agreement was also sent to the state department of education.

The CVE staff met on September 13, 1972, with the chief instructional officer for site F, the director of guidance, the principal of school F, the superintendent of area 4, the assistant superintendent of secondary education, the area 4 supervisor of occupational and adult education, and the coordinator of general education.

The representatives from CVE also met with a counselor, who was chosen for the field associate position. The counselor was selected by the principal and endorsed by the director of guidance and counseling. The counselor declined the offer. A new field associate was chosen by the director of guidance and counseling and endorsed by the principal. The selection and endorsement of the new field associate later became critical issues during the implementation phase.

The contract was negotiated during the months of September 1972 (second site visit by CVE staff) and December 1972. This was approximately eleven months after the initial correspondence between representatives from CVE and the state department of education. The contract was signed by the superintendent of area 4 and the associate commissioner for occupational education and technology from state F. The contract also contained the standard CVE and Ohio State University signatures.

School Initiation. There were certain antecedent conditions leading to the initiation of OG. At school F the conditions worth enumerating were:

1. In August, a contract between site F and state F to fund the project was agreed upon.
2. The contract stipulated the hiring of a "vocational counselor."
3. The field associate training session occurred between September 18-22, 1972.
4. School had been in process before the field associate was selected.
5. The counselor, who was chosen for the field associate position by the principal refused the assignment.
6. The director of guidance and counseling at the local administrative level appointed a new counselor for the field associate position.
7. The field associate position was not communicated clearly to the administrator by CVE representatives.

The principal was the key initiator at the school level. His basic strategy for implementing OG was to coopt the field associate and bring her under school directives. The field associate was officially responsible to CVE. Nonetheless, the principal felt that the innovation would fail, unless the field associate was seen by other staff members as an integral part of the teaching staff. Throughout the project the principal employed various tactics to incorporate the field associate into the school. For example, the field associate was required to schedule classes and help students select courses. The principal called upon the field associate to present information about the innovation at PTA meetings and local conferences with key personnel at the district level.

The principal's domination of the project was to assure that the purpose of the innovation was communicated intelligibly to the student population. The principal was insuring against potential failure. His presence and constant monitoring of the project was a tactic which he felt would essentially guarantee that the innovation perform its intended functions. His leadership style and use of power tactics were effective weapons against teacher resistance. Essentially his use of power was instrumental in bringing about the acceptance of the innovation at school F.

As part of the initiation phase at the building level, it was necessary for the faculty and staff to approve the project with a "significant majority." Seventy percent or greater of yes votes from the faculty and staff of the school constituted a significant majority.

Opinion leaders (teachers and students) were selected by the principal to view the audiovisual presentation of OG, before the other teachers and students became involved. On October 11, 1972 the OG staff met with the faculty and students at school F to present the audiovisual introductory program. Prior to the vote the teachers and the CVE representative discussed the purpose of the project. One teacher's impression was that OG was ". . . for black students only or under priviledge children within the school." Another teacher commented, that ". . . she had heard that this project had failed in another school."

Some of the teachers were concerned with how much money they would receive for participating in the project. Another teacher iterated that there was ". . . a lack of understanding of what the needs are . . . and the main objective of the project." Another teacher added that the students ". . . were picked wrong. They are the intelligent students who do not need OG."

The gross misperceptions on the part of the teaching staff in regard to the roles of the participating students tended to add to the confusion surrounding the procedural model. The teachers actually believed that forty-six students were part of the experiment. The developers were unable to communicate to the staff that these students were only voting to try the model at their school.

All of the teachers were not present when the voting took place. Fifty-five teachers viewed the A/V presentation 1-1. Thirty-seven of them voted yes to field test the model, thirteen voted no, and five of them did not respond. The total was actually 67 percent for the project. The five non-respondents were not considered in the final tabulated votes. The voting was tabulated by a CVE representative and the decision to omit the other five non-respondents was also decided by him. This brought the percent of positive response to 74 percent over the acceptable 70 percent criterion level.

There was a total of forty-six students who viewed the A/V presentation 1-2. Forty voted yes for the project, four voted no, and two were non-respondents. Ninety-two (87 percent) of the students who voted were in favor of the project. However, two points must be considered, (1) the students were selected by the principals, and (2) the total school population was 1,700 students. Therefore, the actual number of students who voted represents a little over 2.7 percent of the total student population. An additional comment was offered by a teacher that ". . . these were not the students to help . . . its the students who are not the student leaders, are not on the student council, and the students who do not want to participate in anything within the school . . ." should be the ones to help.

After one of the presentations one of the senior students posed a question to one of the CVE representatives. The student wanted to know how the project would benefit senior students. The CVE representative's response was that ". . . there would be no benefit directly to him from the project since (we) had to start somewhere. . . ." This incident became critical, because the student informed the principal of the OG representative's response. The principal had told the field associate that the representative from OG ". . . should have known not to tell the boy that." The field associate also pointed out that the students did not understand the A/V presentation. Again the lack of understanding at the initiation stage were reported throughout the project from critical incidents, trip report, and telephone conversations.

Implementation

Introduction. The discussion of the implementation at each of the sites covers the period of time from the voting of the faculty to try OG to the completion of each site's contract at the end of the '73-'74 school year. The time to complete the implementation phase varied from eighteen months to twenty-six months. Therefore, for analysis purposes the discussion of the date is presented for each site in five sections: (1) a brief overview and basic sequencing of the events which were critical to the process of implementing OG; (2) a discussion of the degree to which OG was implemented at the site; (3) a discussion of the influence of the characteristics of the innovation; (4) a discussion of the influence of the interaction between the advocates and the consumers; and (5) a discussion of the mediating contextual circumstances, events, and/or people.

The majority of the data used to write this section was qualitative in form. Therefore, a considerable amount of discussion was seen as necessary. The supporting quantitative data was primarily drawn from the Operation Guidance Product Survey which was administered three times to samples of the faculty and staff of each of the six sites. Tables 8 and 9 are provided as summarized reference to be used during the discussion of the site implementations.

Site A Implementation Overview. The implementation of OG at school A must be considered distinct and apart from the other field test site schools. The long involvement period resulted

TABLE 8

Degree of Adoption - Implementation

Criteria for Degree of Implementation	Site A	Site B	Site C	Site D	Site E	Site F
I. Quantity						
A. No. of CDU's developed and implemented	0	2	2	0	0	2
B. No. of CDU's developed but not implemented	2	0	0	3	0	0
C. No. of CDU's proposed but not developed or implemented	4	0	0	5	3	4
D. Was task force work completed?	No	No	No	No	No	No
E. How much time was taken to complete module work? II		17 mo.	8 mo.	12 mo.	11 1/2 mo.	13 mo.
III		6 mo.	5 mo.	2 mo.	2 mo.	3 mo.
IV		2 mo.	3 mo.	2 mo.	4 mo.	2 mo.
V		1 mo.	2 mo.	4 mo.	2 mo.	1 mo.
Overall		26 mo.	18 mo.	20 mo.	19 1/2 mo.	19 mo.
F. How much technical assistance was needed to complete the work of the modules?a I	N/A	Considerable	Very Little	Considerable	Considerable	Considerable
II	"	Little	"	Very Little	"	Extensive
III	"	"	"	"	"	Very Little
IV	"	Some	"	"	"	Some
V	"	Considerable	"	Very Little	"	"
Overall	"	"	"	"	"	"

Table 8 Degree of Adoption - Implementation (cont'd.)

Criteria for Degree of Implementation	Site A	Site B	Site C	Site D	Site E	Site F
I. Quality (cont'd.)						
E. Involvement served by implemented CDU's	None	95	3 teachers 160	None	None	75
II. Quality						
A. What was the quality of the task work?^{b}						
Data (Mod II)	Fair	Very Good	Reasonable	Excellent	Reasonable	Fair
Goals (Mod III)	"	"	"	"	"	"
B.O.'s (Mod III)	"	Good (CVE intervening)	"	"	"	"
Overall	"	Good	"	"	"	"
B. What was the quality of the CDU's?^{b}	Fair	Fair (CVE intervening)	N/A	Good	N/A	Fair
C. Attitudinal Response^c						
1. Appropriateness	.73 .76 ID^d	.78 .67 .70	.74 .79 .72	.64 .63 .61	.65 .67 .66	.64 .71 .74
2. Technical Adequacy	.64 .61 ID	.56 .47 .48	.59 .60 .55	.42 .45 .46	.49 .52 .47	.47 .51 .52
3. General Support	.55 .55 ID	.54 .51 .52	.58 .55 .56	.56 .55 .51	.57 .52 .52	.51 .54 .57
4. Personal Relevance	.62 .66 ID	.70 .64 .69	.64 .74 .65	.57 .59 .53	.57 .59 .56	.60 .63 .67
D. Expectations^c						
1. More and Better Guidance	.71 .76 ID	.74 .72 .72	.74 .77 .72	.64 .65 .60	.64 .64 .59	.63 .74 .73
2. Change in Roles and Relationships	.55 .60 ID	.55 .52 .57	.57 .59 .56	.49 .50 .46	.51 .48 .50	.52 .56 .55
3. More Efficient Use of Resources	.55 .68 ID	.61 .63 .65	.61 .66 .64	.53 .60 .54	.50 .57 .54	.53 .67 .66

Table 8 Degree of Adoption - Implementation (cont'd.)

Criteria for Degree of Implementation	Site A	Site B	Site C	Site D	Site E	Site F
II. Quantity (cont'd.) G. No. of Students	.22 .26 ID	.33 .31 .33	.23 .29 .31	.17 .28 .27	.25 .32 .29	.18 .30 .36
F. See Appendix E and the recorded comments of item 81 on Sample III for more information about the perceived outcomes of OG at each site.						

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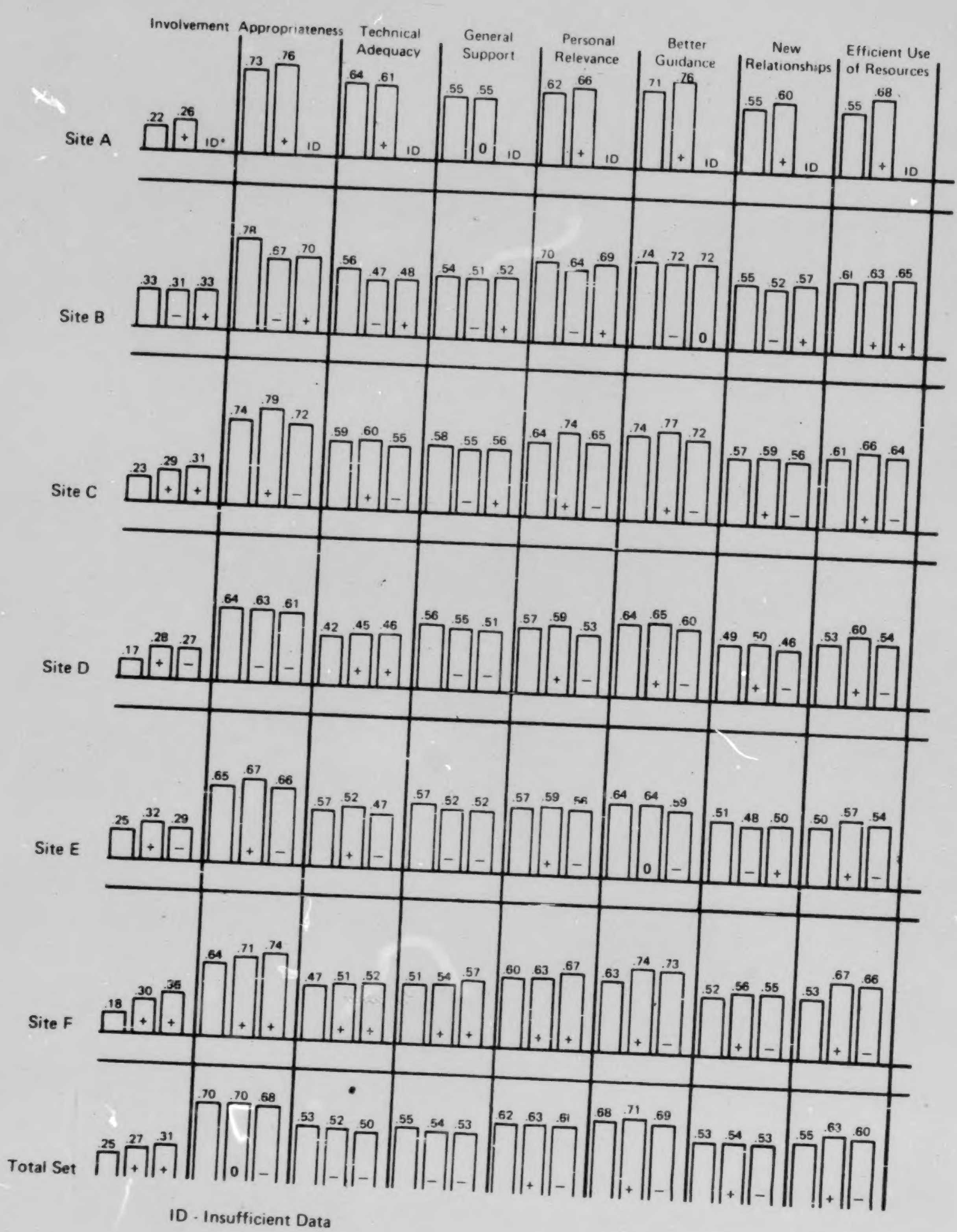
[a] The scale was: Extensive, considerable, some, little, very little, none.

[b] The scale was: Superb, excellent, very good, good, reasonable, fair, not very good.

[c] This data is from Operation Guidance Product Survey. A graphic display of this same data is provided on Table 9, page 116. The numbers represent an index of response which is explained in the Analysis section of the report. Suffice is it to say here that the index is a connected mean score which has a range from 9 to 1.00. On this scale a .50 response is the neutral point.

[d] ID = Insufficient Data

TABLE 9



ID - Insufficient Data

in some confounding and often confusing information. The first awareness of OG by a state educational official occurred in December 1970.

The introduction of OG at school A during the fall of 1971 to June 1972 was characterized by a multitude of activities on the part of the teaching staff and student body. During this period the committees, task forces, and work groups were established. Specific methods and techniques for analyzing and revising the procedural guides were also devised during the first year. Modules were developed and the structure of the innovation which was to be later used at the other five field sites was formulated. The developers constantly monitored activities and trained the field associate during the first year of operations.

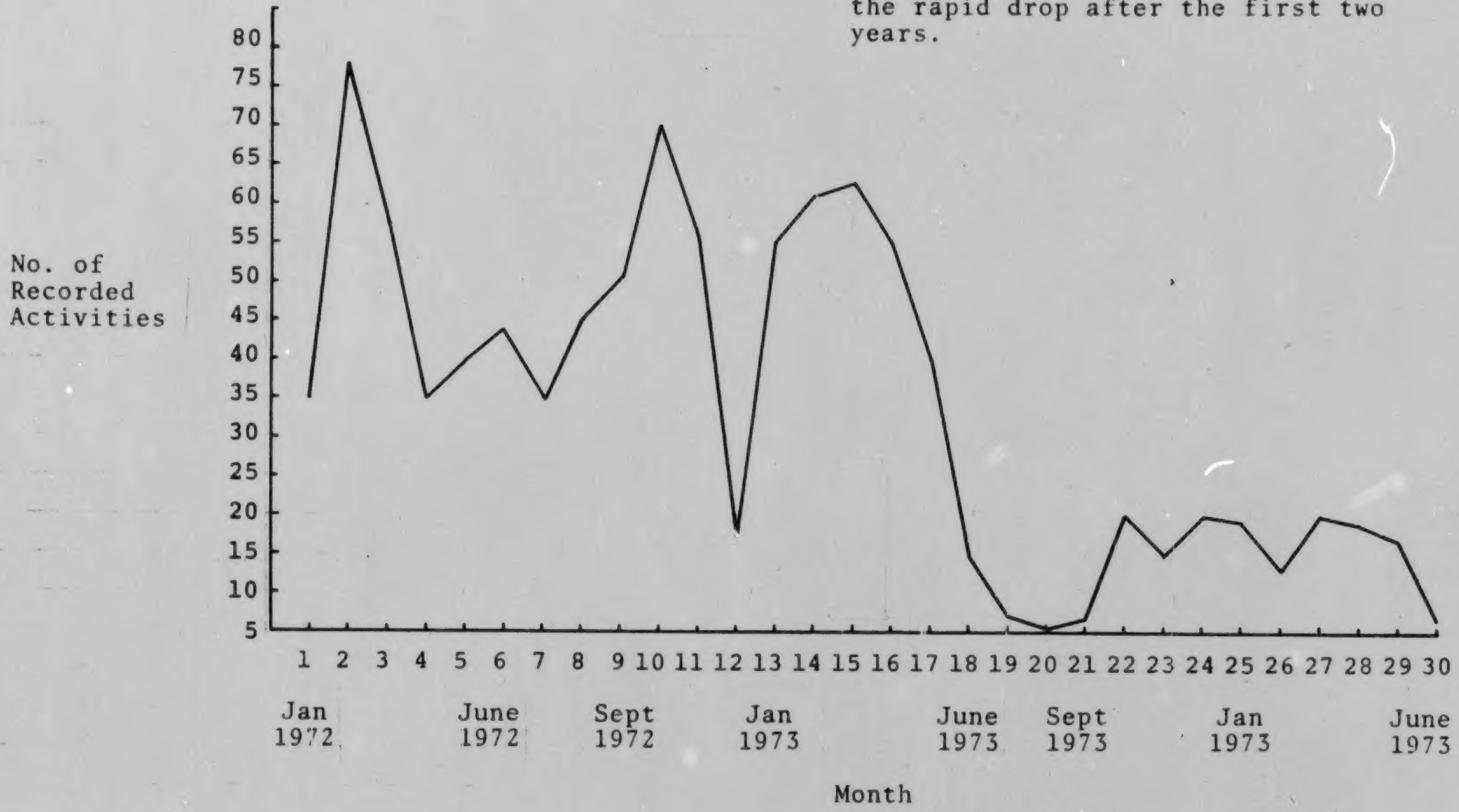
The actual implementation of OG at school A did not begin until August of 1972. Figure 11 displays the amount of activity which occurred at site A throughout the implementation period. The first year of development and evaluation of the procedures and methods will not be included in this report; so as to provide the reader with a clearer image of what took place after the prototypic model was developed the first year.

As early as March of 1972--some seven months after the initiation phase began in September of 1971; there existed strong administrative support for the innovation. The project was also being supported by state level officials, district administrative officers, principal of school A, and a group of dedicated teachers and students. However, as the year progressed the enthusiasm and novelty began to wane. Thus, by the end of the first school year the interest in the project could be summed in a comment by a member of the Steering Committee, ". . . that several of the students had stated to him that OG had lost its appeal and that we were only going through the motions." The project was, however, refunded for '72-'73 school year, thus going into its second year at school A. It is at this point, the process shifted more from development to a field trial of the materials and procedures.

In August of 1972 the developers visited with the teaching staff for the purpose of orienting "new teachers" to the procedures of OG. The developers were expecting to meet with fifteen to twenty teachers who previously had little; if any contact with the project. However, quite to their surprise the principal had informed his total staff to be present. Instead of meeting with fifteen to twenty teachers, the developers were asked to present an overview of the program to sixty to seventy teachers. The developers were not really prepared to deal with such a large volume of teachers. As a result the A/V presentation and question and answer strategies failed to elicit a positive reaction from the teachers. The inability of the teaching staff to identify with the probable outcomes and functions of the innovation tended

FIGURE 5

Activity Pulse Chart - Site A[a]



[a] Note that during the last year of operations the FA's reported weekly activities to CVE; instead of daily summary reports. This accounts for the rapid drop after the first two years.

to affect later participation and commitment to the project. This was surely the case from one of the developer's viewpoint; who remarked that the "meeting was a minor disaster." He went on to comment that:

> This deviation from our plans created particular problems. The group was too large to encourage questions, clarification, discussion, etc. The auditorium was too large a space to facilitate interpersonal contact with individuals or to obtain a compact group feeling.

Furthermore, one of the assistant principals informed the developer that many teachers commenting after the meeting "didn't know what was going on."

In the fall of 1972 another major event took place. The principal was appointed area superintendent of one of the local school districts. The principal's appointment later proved to have an affect on the implementation of OG at school A. The school was thereafter without a primary advocate at the administrative level. None of the assistant principals took the initative to oversee the implementation following the principal's departure.

Moreover, the new principal, who had transferred from another school stipulated that OG would have to be "reprioritized" under his administration. From the new principal's advantage point OG lacked identifiable outcomes. The above remark was reported in February of 1973. One of the developers recorded that the principal "indicated that he was new at (school A) and was examining the priorities of various programs and activities of the school. The principal was to have reported that he did not know whether OG would be a priority program in the future. The principal added that he was really unaware of the nature of OG." As a result the new principal withdrew administrative support of releasing teachers from scheduled classes to work in the project. This was contrary to the former principal's strategy of providing release time for teachers to implement OG.

As a result, teachers reacted negatively to the new principal's lack of commitment to the project. Several teachers left the project because the extra duties necessary to complete the specified tasks were interfering with their personal and professional duties. The teachers felt that they needed release time to complete the job, and evening assignments seemed to disrupt their overall scheduled plans.

The teachers were even required to specify in writing their intentions of leaving the committee assignments; as discussed in a memo prepared by the field associate to the principal.

> To: Mr. ____________________, Principal of School A
> For your information as per your request, the following information is submitted. The following list of persons requested release from their duties and responsibilities connected with the functioning of OG.

To complete the school year 1973-74 the field associate and the director of guidance and counseling persuaded the principal to allow the project to enter its last cycle of operations. Furthermore, the district board of education had approved the continuance of OG for the third year even though the principal had not consented. The principal reluctantly complied, but he was almost unyielding in his demands that teachers not be given release time to work in the project.

In December of 1973, the field associate along with a group of teachers met with the principal for the purpose of convincing him to allow certain teachers release time to help complete the implementation phase. The principal finally agreed to provide some release time for teachers so that the school could comply with the terms stipulated in the contractual arrangement with CVE. Objectives were established and toward the end of the school year two CDU's had been developed. However the two CDU's were never implemented because of the busy time schedule toward the end of the year and the inability of teachers to obtain permission from the principal to test the two units that were developed. The development of the CDU's thus marked the end of the implementation phase for school A.

Site A Degree of Implementation. Table 8 provides a summary of the degree to which OG was in fact implemented at school A. The final output after three years of involvement with OG activities was the development of two CDU's. However, the two CDU's were not implemented during the time period observed. The two CDU's were devised to serve 150-200 students. Four additional CDU's were proposed for school year 1974-75. There is a degree of uncertainty as to whether the four CDU's would in fact be developed and implemented the following year. There was no official statement from the administrative body as to whether OG would be at school A the next year.

The technical assistance required of the CVE staff for helping the school personnel implement OG must also be treated differently: maximum technical assistance was provided during the development phase of the first year. Throughout the project the CVE staff closely monitored the activities at school A.

The time to complete each phase of the modules is also distinct from the other schools. The first year 1971-72 was spent primarily forming modules and the procedures which were to form the basis of a later version. The time to complete module two was about five months (May 1971 to October 1972). Module three took about two months and module four lasted about four to five months; while module five lasted about nine months. The extra time to complete module five will be explained in the contextual variable section of this report for school A.

It can be said that overall the degree of implementation of OG at site A was somewhat low. Although the basic tasks leading to the testing of Career Development Units were completed, the time and amount of assistance needed to do that was excessive. In addition, the CDU's were never tested indicating another level of expectation which was not met. Late arrival of materials was given as a reason for the CDU's not being tested.

Site A Influence of the Characteristics of the Innovation. The characteristics of OG will be assessed according to the three categories of attitudinal response and the three categories of expectations as specified by the Operation Guidance Product Survey. The attitudinal categories are: (1) appropriateness; (2) technical adequacy; and (3) personal relevance of the innovation. The three categories of expectations are: (1) better guidance; (2) new roles and relationships; and (3) more effecient use of resources resulting from the use of the innovation. The amount of involvement will also be discussed with regard to the Index of Response Measure. See Table 9 for a graphic display of the above variables.

The teachers generally regarded OG as being appropriate. The Index of Response (IR) for this subscale was .73 and .76 for the first and second round administration of the OGPS.[a] This is also supported in field notes and interviews with teachers; that OG was seen as appropriate for the career guidance needs of the students at school A.

Technical adequacy was rated moderate (IR=.64 to .61). The A/V presentations were quite helpful for some members of the task forces and various working groups. The principal, however, never felt OG was technically adequate. He believed OG did not really have an impact on the school because of the innovation's complexity and formal procedures. The field associate reported a conversation between he and the principal which is worth noting:

> In my conversation with the principal about plans for 1973-74 as it related to OG, the principal stated that . .

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[a] The third sample was not recorded because the administration was conducted too late in the year and only four questionnaires were returned.

> he had not been able to feel the impact of the OG project . . . on school A since he had been here. He began to criticize the way the project was set up, the procedures and methods used and what impressions he had been able to formalize since coming to school A. All of his comments were negative and left a lot to be desired. I have serious apprehensions about the future of OG at school A.

Personal relevance was also rated moderate (IR=.62 and .66). Generally the teachers agreed that the project appealed to their idea of what an innovation should be like and how it should function within their particular organization. Those who became involved were personally attached and their efforts were made public by the field associate during meetings and special assemblies. On the other hand, those who were not directly involved with OG had difficulty seeing how their specific role responsibility was associated with the goals of OG.

The IR ratio for the Better Guidance dimension under the expectation scale was .71 and .76. The staff generally agreed that OG would in fact bring about more efficient guidance services for the student body. On the other hand the teaching staff were less commital to the idea that OG would bring about New Roles and Relationships (IR=.55, .60). This was clearly the point of view taken by those less involved in the OG activities. Finally, the expectation category of More Efficient Use of Resources was rated minimum (IR=.55 and .68).

Site A Influence of the Interaction Between Advocates and Consumers. There seemed to be six major strategies for implementing OG at school A. The first strategy was initiated by the original principal during the proposed orientation session for new teachers in August of 1972. This was a basic information strategy; wherein, the principal requested the developers to present the purpose of the innovation to the teaching staff.

A second information tactic was again initiated by the principal. He informed the field associate to present a progress report to the teachers on the status of OG at the school. Apparently, this technique did not totally work to resolve many of the ambiguities the teachers had concerning the nature of the project.

Perhaps one of the most effective tactics for gaining involvement of the staff was the use of teachers and/or student substitutes for teachers who were involved in the daily work of OG. This tactic was used effectively by the first principal and most of the teachers agreed that without "release time" OG would never be implemented. This tactic worked effectively until the second principal suspended all work on OG during school hours. Student and teacher assistant groups were formulated during the first year and one half of operations; until the new principal realized that there was a safety factor which was not considered by his predecessor. The following excerpt explains the second principal's role with respect to providing release time for teachers and employing student substitutes to monitor the classes of teachers that were working in the project. In a discussion with the field associate the principal commented:

> . . . relative to school times being used on the project, in the principal's judgment it was too disruptive in the school program. He stated that if any kind of problem arose in the class while teachers were out, he could not defend the absence. He further stated that if necessary he would commence enforcing the personnel rule that teachers are to remain after school two afternoons a week for meetings and to help students.

The principal's announcement for terminating release time occurred during January or February of 1973 and lasted until December of 1973. Because of this action the field associate was forced to alter his implementation plan and as a result the project began to slow down. Members of the advisory committee failed to show at meetings and teachers were leaving the project because of the extra work after school was interfering with their personal and professional plans. The meetings were becoming nonproductive; as witnessed in several statements by the field associate in the spring of 1973. A meeting was scheduled after school, but only three members attended--the group was slowly dwindling. The field associate remarked that "there was a degree of apprehension expressed on the part of members from the steering committee due to a lack of attendance. The field associate reported ". . . this seems like an exercise in futility. Unless attendance picks up with both students and teachers, it is my opinion that these three workers will request release from the project." Thus, the shared attitude seemed to be expressed in a statement concerning the amount of time teachers had to work on OG. "Time was a difficult factor. They (teachers) have only one hour per day free to work on OG and it is difficult to get all the people together."

Finally to counteract the principal's strategy; the field associate and members from the Steering Committee met with him in December of 1973 for the purpose of persuading him to give them release time to implement the behavioral objectives. This strategy was also backed by the local superintendent of career education who wrote personal letters to teachers requesting their continued commitment to the project. The assistant superintendent's letter to the teachers is presented below:

> . . . we are in need of your cooperation. You have been selected as a person who would be responsive and receptive to implementing these behavioral objectives that have been accepted by the steering committee. We implore you to give serious consideration in accepting this responsibility.

The strategy initiated by the Steering Committee and field associate persuaded the principal into changing his mind about release time, brought about a major change in the program. A meeting was scheduled in December of 1973 for the purpose of getting the principal's input on modules 5 and 6. The following is an excerpt from the field associate's record of that meeting:

> It (meeting) was the request of the teachers present (opinion leaders) that to do an effective job with OG some adjustments in duty assignments would be in order. Their requests were presented in the following order.
> 1. Release from present assignments that are not directly related to teaching.
> 2. Student teacher aids.
> 3. Requested not to be given any additional duty assignments.
> 4. Release time from classes to work on project.
> 5. Administrative backing in the implementation of the recommended behavioral objectives. The principal agreed to the above demands, pending the group's mandate by the principal to provide him with an itemized listing as to how much release time would be necessary.

The principal complied with these requests.

As a result of the pressure tactic initiated by the group of opinion leaders, a small group of teachers were able to develop two CDU's and propose four CDU's for implementation during 1974-75 school year. However, after thirty-nine months of involvement in the project the teachers failed to implement the two CDU's because the units were not specified in the teacher's semester plans. The principal's administrative rules stated that teachers who intend to implement new programs must specify in advance a change in class schedule. This rule acted as the major inhibitor to the implementation of the two CDU's that were developed.

Site A Influence of Contextual or Circumstantial Variables. There were several major contextual variables that tended to facilitate and inhibit the implementation of OG at school A. The major facilitator occurred toward the end of the project. The involvement of the assistant superintendent of career education tended to be a positive factor that led to the development of two CDU's. His interest in the program proved to be the major unanticipated event which tended to reunite a small cadre of teachers. The teachers responded affirmatively to the assistant superintendent's request that they continue to participate in the project. The assistant superintendent's presence was a morale booster for the staff, thus causing them to increase their efforts in the project. On the other hand there were minor incidents which occurred unexpectedly throughout the project causing the implementation to extend longer than anticipated.

The inhibitors which affected daily operations ranged from stolen materials to the rejection of implementing the two CDU's that were developed. In May of 1972 a robbery occurred in a science lab which partially destroyed some of the OG materials. Module 5 was also delayed in the mail thus causing some problems at the school. The field associate reported to the developers that "we are still awaiting module 5. It is my firm conviction that students and teachers lose interest when such an extended time lapse comes about prior to the beginning of a new phase."

However, the major inhibitor seemed to occur at the end of the final phase, April 1974; when teachers decided not to implement the two CDU's. The field associate reported that:

> It was the consensus of opinion of all teachers that it was an imposition to attempt to teach a new unit in their classes. The principal . . . requires his staff to submit to him a copy along with tentative dates of what the teacher is going to teach for the entire quarter at the beginning of the quarter. Therefore, these teachers felt that it would mean breaking into sessions already given the students . . .

Two teachers even asked to be released from the project because they felt the extra duties--implementing the two CDU's were an imposition on their class time. It was suggested by the teachers that "they would not be able to do justice to the unit. . . ;" furthermore they suggested that in the future all CDU efforts commence at the beginning of the quarter.

It is clear that decisions concerning the conduct of the school were almost exclusively those of the principal. This was especially evident in the case of release time for teachers. In addition, on several occasions the use of standard procedures was used to block the progress of OG. These factors combined with a highly supervised, fairly complex organizational environment and a heterogeneous staff tended to impede the acceptance of OG at school A. The fact that there was not a large scale involvement on the part of the faculty and staff may have been one of the reasons behind the nominal rating of general support.

General support for OG was minimal (IR=.55, .55). Even though the teachers felt OG was appropriate; technically adequate and personally relevant did not necessarily lead to direct support by the teaching staff. Many of the teachers expressed the idea that since the administration was not supportive; then why should they. A statement concerning this point was brought out by one of the developers in October of 1973 during the second year of implementation at school A.

> There appears to be a cadre of teachers, counselors and students who are dedicated to the OG effort. The involved students seem to be aware of what's going on but the low profile the project has had as well as its duration does not lend itself to wide popularity.

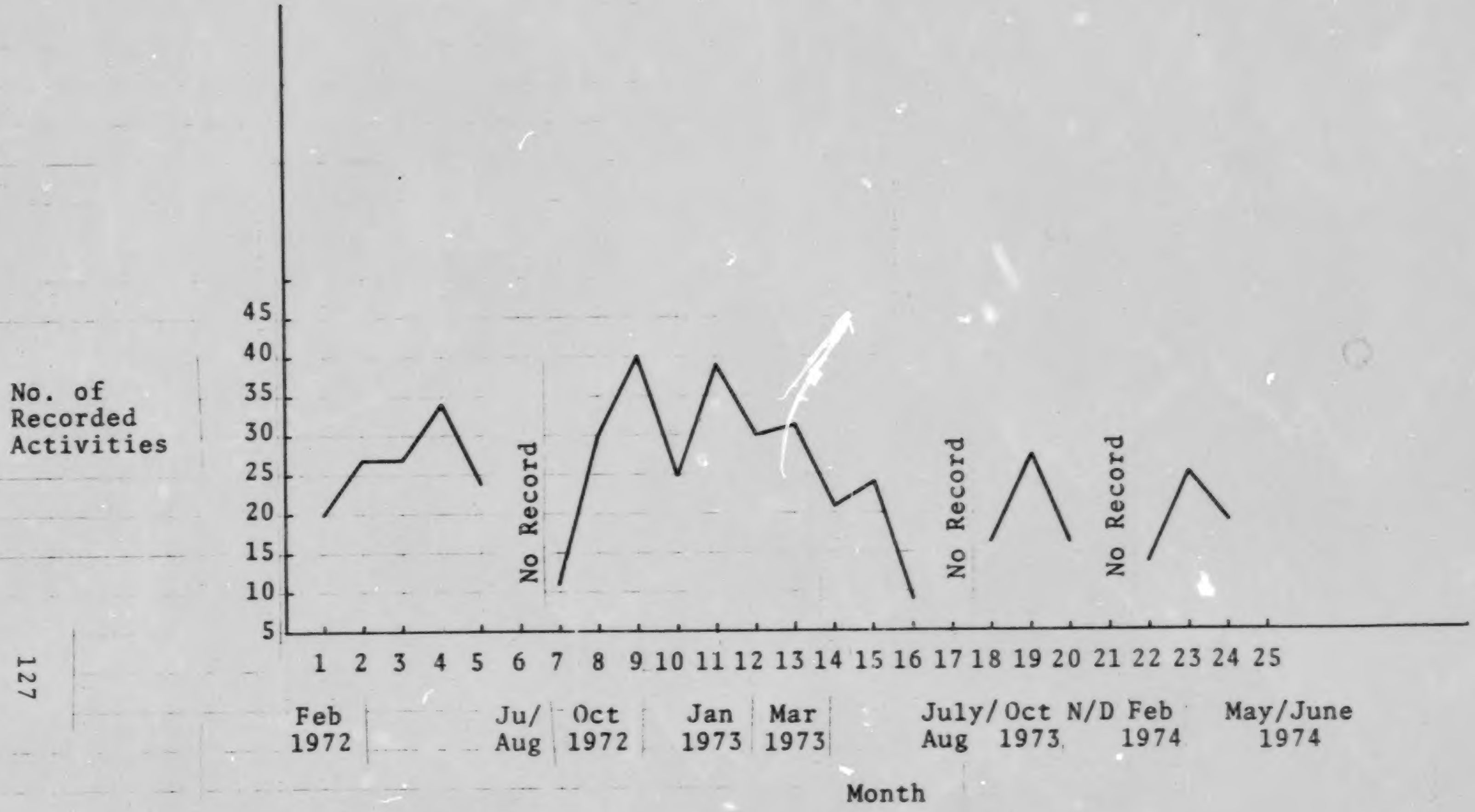
Site B Implementation Overview. Once the initial orientation was over it was late in the '71-'72 school year (latter part of March to the first part of April 1972). In addition the principal was hesitant to ask the teachers to become too involved because he had announced next years teachers' schedules and there were some resultant negative reactions to those schedules. In addition a North Central evaluation team was to come in May. Therefore, the work on OG for the remainder of the '71-'72 school year was limited to the selection of the steering and advisory committees and the development of the Data Collection Task Force.

During the time the North Central Evaluation Team was at school B they had occasion to talk with the field associate and the counselors. They were very impressed by the counseling staff and the fact that the school was testing OG in cooperation with CVE. The evaluators lauded school B's guidance staff. They stated that, "State educators consider members of the guidance staff to be among the 'giants' in their field across the state. The programs the guidance staff have designed and implemented are a reflection of their continuous efforts to remain of the 'cutting edge' in their field."

There was no activity on Operation Guidance during the summer of 1972. See Figure 12 for a graphic display of the amount of activity which occurred at site B during the implementation of OG. At the beginning of the 1972-73 school year a series of events seriously hindered the restarting of activity on OG. Two previous advocates who occupied positions at the district level changed positions and were thus less formally related to the project. This left the project with less legitimate support. It

FIGURE 6

Activity Pulse Chart - Site B



seemed that the principal also was not interested or felt it was not his responsibility to overtly support the restart of OG.

As a result of these changes in circumstances CVE staff members visited the site in mid-October and met with the field associate and others to resolve the lack of activity. Several concerns were expressed by the field associate and others on the project: the slow progress; the lack of any real outcomes; the fact that most of the faculty and staff did not understand the project; the fact that they wanted more involvement but did not have the time; sometimes the modular scheduling worked against getting teachers together; a feeling of inadequacy to do the tasks that were required; and that possibly an additional person should be hired in order to provide more time to work on OG. The basic action taken as a result of this meeting and expressed concerns was to provide the faculty and staff more information about the activities of OG through the use of a monthly newsletter.

Shortly after the visitation of the CVE staff, the Steering Committee chairman resigned. The individual elected was previously on the Steering Committee and was the Art Department chairman. He was also a strong advocate of the program. Once the new Steering Committee chairman had been elected, the principal called a meeting of the Steering Committee to determine what they perceived the reaction of the faculty and staff was toward OG. However, the principal felt compelled to supersede the new Steering Committee chairman in the responsibility to direct the meeting. At the time it was suggested by the field associate that the principal might be taking over control of the project and then abandoning the project. However, this was not the case and the project continued.

In connection with the expressed need to disseminate more information about OG several activities took place. The field associate provided information about OG for the school newspaper. Also the field associate participated in a county-wide "Career Consultation" night and discussed OG in an atmosphere which brought together students and potential employers. All of these activities occurred in November.

An incident occurred in late November (1972) which later resulted in a series of incidents causing negative attitudes to surface by members of the counseling staff. This event was precipitated by a counselor who felt that an audiovisual presentation concerning OG negatively portrayed the role of the school counselor. As a result the field associate decided not to show the A/V materials to students in order to "avoid any mistrust or intention and any impediments to maintaining a working relationship," between herself and the counseling staff.

Early in December 1972 the field associate sent out a review of the OG project to the faculty and staff and indicated that a copy of the results of the student survey was placed in the media center for their review.

After Christmas vacation there was some racial disturbance among the students. Another time racial tension had surfaced rather dramatically during October of the same year at a football game in the evening prior to the day the CVE representatives visited the site. At that time the principal received a superficial knife wound on his leg from a skirmish with one of the participants of that disturbance. As a result the Data Analysis Task Force decided to cancel their meeting.

In February (1973) the Steering Committee met to select the Data Interpretation Task Force members. Again the principal was reported to have interjected his opinions in a forceful and coercive manner. Because of the actions of the principal it was reported that there was little participation by the rest of the members of the Steering Committee. However, the Steering Committee chairman held his ground. At a second meeting which was needed to finish the selection process the principal was reported to have been very passive.

In March and April of 1973 some positive and negative events occurred causing mixed reactions concerning the progress of OG for that school year. Two somewhat negative events occurred. The student body president, who was a member of the Steering Committee, was removed from his student body position. He was charged with lack of responsible performance in carrying out the duties and responsibilities of his presidential office.

The student body president perceived his duties and responsibilities as problematically student oriented as opposed to the school's need for students to perform janitorial and monitor duties.

The second incident involved a confrontation of students with the principal concerning a physical teacher. The principal had directed the physical education teacher to give a failing student a passing grade to enable the student to graduate. But the student made no effort to fulfill class requirements for a passing grade. Resentment to the principals directive mounted when the failing student boasted to the teacher and students that she had been assured of a passing grade and graduation. By this confrontation the students provided overt support of the teacher who refused to give the girl a passing grade, and they secured a reversal of the directive. Because of these events, the Data Interpretation Task Force felt it necessary to cancel a planned meeting because the social atmosphere of the school was not conducive for carrying out the specified procedures in OG.

Conversely, at this same time OG was receiving some positive attention. The Steering Committee chairman presented a progress report of OG and received a positive response at the State Guidance Conference. Also, the contract for continuing OG the following year had been finalized. Finally OG was receiving attention in the county superintendent's newsletter.

Early in the 1973-74 school year it became apparent that neither the county nor the school was really interested in continuing with OG anymore. In fact, statements were made by both levels (county and school) that suggested that the '73-'74 school year would be a phase-out year for OG. Consistent with this attitude was the principal's conviction that the field associate should not spend 100 percent of her time with OG. As a result of the principal's position on this the field associate spent 60 percent of her time on OG and 40 percent as a counselor of the school.

Primarily because of the discussions surrounding the field associate's role change, the work on OG really did not get started again until the latter part of October 1973. And then in November 1973 the Steering Committee work was preempted by mid-semester tests. Several other events or circumstances arose which caused further delays in progress on OG during this last year of the project. For a week in the latter part of November the school was closed down because of flooding and then a personal situation of the field associate consumed most of her time from December through February. Because of the lack of direction during this time the Steering Committee members were having considerable difficulty orienting themselves to what they were to do.

Due to the lack of progress on OG, members of the CVE staff visited the site in March to remind the administrators that they had a contract to fulfill. That contract stated that they would complete at least two CDU's by the end of this school year. Which meant that the faculty and staff still had to finish writing behavioral objectives, develop the two CDU's, implement (trial test) them, and evaluate them. In order to do this the principal and field associate assumed leadership duties in the Steering Committee. The principal unilaterally selected and mandated that two teachers develop and implement the suggested CDU's. This was all accomplished within approximately three months (March through May).

Site B Degree of Implementation. Table 8 provides a summary of the degree to which OG was implemented at site B. The primary output and measure of success of OG was in the number of students who benefited from the two CDU's which were developed. In this respect site B had very little success. They developed and implemented two CDU's. The two CDU's involved approximately ninety-five students. They were evaluated to some extent. The basic evaluation procedures as specified in the product were carried out. Some members of the CVE staff visited with some of the students who had been involved in one of the CDU's. It was reported that in general the students felt the information they received was both unique to their school experience and beneficial. Their general opinion was that they hoped more information about careers could be provided to them through the school services.

In addition to these primary indicators of implementation mentioned above there were some other instrumental outcomes which related to the degree of implementation. Although all of the specified tasks of the prescribed process were not accomplished the site did complete most of the work in a period of about twenty-six months from the time the faculty voted to try OG. As the school B teachers progressed through the tasks they varied with respect to the amount of technical assistance that was received from the CVE and field associate. In general the pattern was that they required a considerable assistance during Module I (Organization and Orientation) and then did not require too much assistance during Modules II and III. As school B approached and progressed through Modules IV and V there was need for the CVE or field associate to assume the leadership role.

Although OG did not result in many formal outcomes at school B, the faculty and staff did report that there were some serendipitious outcomes. Examples of these outcomes were recorded by the faculty and staff on item 81 of the third sample of the OGPS (See Appendix D). These outcomes ranged from statements relating that OG brought about "more awareness of career guidance" to "increased instructional procedures."

In addition to quantitative aspects of the degree of implementation there were also some qualitative aspects. The CVE development staff judged the quality of the data gathering, processing, and goal setting as very good. The results of the Behavioral Task Force were considered good, but the CVE staff had to intervene to upgrade that effort. Overall the task force work leading to the development of the CDU's was rated good considering the intervention which occasionally had to occur. The CDU's themselves were rated fair by CVE staff.

Site B Influence of Characteristics of the Innovation. The comments concerning the influence of the characteristics of OG itself can be generally categorized by the attitude and expectation constructs of the OGPS. The labels for the attitude subscales which will be discussed here were: (1) appropriateness; (2) technical adequacy; and (3) personal relevance. The labels for the expectations subscales were: (1) better guidance; (2) new roles and realtionships; and (3) more efficient use of resources.

Overall the attributes of the innovation played a major role in the low degree of implementation which was achieved. It should be emphasized that the materials at site B for much of the time were still in a major stage of development. This fact may account for many of the rather negative reactions to the materials and procedures. However, this does not negate the contribution of this factor to the resultant implementation. It only suggests that the extent to which the materials and procedures of an innovation are fully developed will have a major effect on the success of its implementation. The discussion which follows will attempt to characterize the relative influence of each of the categories of the perceptions of OG listed above.

Table 9 shows that the faculty and staff generally rated OG as appropriate for their school. Appropriateness had an IR rating of .78, .67 and .70 respectively for the three samples at those points in time. The interview and documentation data also suggests a corollary finding. At the completion of the project, members of the faculty and staff felt that OG had not had a major impact on career guidance services at the school. Yet they still believed that such a program was needed. The fact that there seemed to be a considerably strong need for career guidance seemed to carry OG over many of the rough times during the implementation phase.

Students that were interviewed throughout the process seemed to understand and agree with the basic purpose of OG. However, they did not have any understanding of the process. However, the students that were involved on the Steering Committee or task forces had just as good or better understanding of the overall process as most of the teachers. For instance the students really had no difficulty seeing that OG was equally needed for college as well as non-college bound students whereas some of the teachers and counselors had difficulty relating to this concept.

The counselors probably played the most critical role with respect to the perceptions of the characteristics of the innovation. While the counselors were viewing some of the A/V materials, early in the 1972-73 school year, they indicated that the messages reflected negatively on counselors in general. It was reported later during the first year that the counselors had felt even at the outset that OG put them in a subordinate role. In an interview with one of the counselors the following comments were related by a CVE representative.

> She views OG as a 'research program.' During the conversation with her she stated that the program was not very practical but that she understood that 'this type of information is acceptable for a research program.' Her perception of OG not being practical stems from her definition of counseling. To her counseling and the needs for counseling can only be determined through the interpersonal contact of a professional counselor and students. Any other means of determining counseling needs is too general and meaningless. She perceives that OG speaks only to vocational guidance (information giving) and is directed primarily at the non-college bound student. Whatever the outcomes of OG (the counselor) indicated that the counseling staff should be the ones who run the operation. She also indicated that in general the counseling staff was still in agreement that OG should be given a change at (site B). However, she very firmly indicated that the counselors held that decision.

The above comments were indicative of the counselors concern with respect to OG. In this respect the counselors felt that OG was inappropriate because it did not take into full consideration their professional concerns.

OG had several beneficial characteristics: (1) that it was a new way of helping students; (2) that "more people who know about students are involved;" (3) that it was more statistically and analytically based than most innovation; and (4) that it was consistent with the general accountability movement in the school district.

The technical adequacy of OG was rated comparatively low (IR=.56, .47 and .48). From the OGPS data displayed on Table 9 and the descriptive data which follows it will be shown the fact that technical adequacy of the materials and procedures did not meet the standards and expectations of the school personnel and had a major effect on the low degree of implementation which resulted. In almost every meeting and interview someone took issue with the quality or understandability of the materials. Some expressions were that the materials were too complex, time-consuming, and repetitious. Other comments consistent with this were that there was too much jargon used and therefore it was difficult to understand exactly what was to be done. Terms such as "evaluation," "accountability" and "systems approach" were either unfamiliar or non-standard terms in the teachers' vocabulary.

Whether the individual faculty members felt that OG was *personally relevant* to their professional and personal concerns was more difficult to assess. From the OGPS data (Table 9) they seemed to indicate that it was somewhat relevant (IR=.70, .64 and .69). In reviewing the documentary evidence of conversations with the faculty and staff they perceived the need for a program in the school which would help students better decide what they wanted to do with their life. To this extent they felt a personal and professional identification with the purpose and objectives of OG. The general norm seemed to be as one teacher expressed it, "a professional responsibility to guide students." Contrary to this feeling the Field Associate reported that some academic teachers saw OG as not relevant to their particular area of concern--the liberal arts.

The faculty and staff at site B did expect OG to result in *more and better guidance services* (IR=.74, .72 and .72). The people who were involved did realize that the innovation provided the opportunity for the school to define its own guidance needs and tailor a program to meet those defined needs. They also felt that the outcomes would in the end benefit *all* students. The data that was gathered confirmed the reflection of one person who remarked that the "present curriculum is not doing anything for the bulk of our students in providing information on career opportunities." This basic underlying need and the advent of OG at site B raised the expectations for a better set of guidance procedures. The problem was that the faculty and staff was basically looking for a means of satisfying that need--not analyzing it or planning for its alleviation. What they needed were some quick and visible results.

Generally the faculty and staff did not expect that there would be any major change in *roles and responsibilities* of the faculty and staff (IR=.55, .52 and .57). However, interviews with some individuals did reflect a remote possibility in this direction. One of the students in an interview suggested that OG could be incorporated into the existing curriculum to make it more meaningful. The point that was brought out earlier about the reactions of the counselors suggested that they saw the potential of OG for changing their roles and responsibilities concerning both the areas of counseling and guidance. Overall, this factor did not seem to play a major role in the drama of implementation at site B.

The data also reflected that the faculty and staff did expect that OG would bring about a *more efficient use of resources* (IR=.61, .63 and .65). Although this was really not a primary or even secondary concern. As a matter of fact very little to no comment was made by the staff throughout the documentation concerning this point.

Site B Influence of the Interaction Between the Advocates and the Consumers. Although OG was established on the basis of a participatory style of decision-making, the data is permeated with the instances in which this was not the case. Those who either were advocates or were perceived as responsible for the project many times took no action or acted in arbitrary unilateral manner rather than allowing participation in decision-making. Two dramatic examples of this were at the first part of the 1972-73 school year and at the latter part of the 1973-74 school year.

In the first example you may recall that the school had, for numerous reasons, gotten off to a very slow start with OG activity. As a result the CVE staff felt it necessary to come to the site to "encourage" those responsible to increase their activity. After the visit it was recorded that the principal on several occasions either intervened or interjected his wishes on the steering committee in a coercive manner.

In the second example the site B activity on OG had again slowed down to almost a stop. Numerous reasons could be given but one of them the fact that there was no overt or affirmative action on the part of either the local or district administrators. Again the CVE staff felt compelled to come to the site and remind them of their contract commitment. The result was that the principal and the field associate took over the duties of the steering committee. The principal selected and told two teachers that they would be the ones who would develop, implement, and evaluate the CDU's that were necessary to fulfill the obligations of the school.

A considerable amount of written communication was provided to the faculty and staff when it was learned that they did not really understand what the system was all about. The system itself also provided A/V presentations and extensive procedural guides to explain the steps to be followed. It was reported that many times the faculty and staff did not read this material and therefore they were still uninformed. In some cases when they read the material it was too complex for them to understand. This meant that in most instances personal interviews with participants were initiated before individuals began to understand any particular aspect of OG. Also during the last year numerous meetings were held with key individuals and all of the faculty and staff in groups to provide them with information about the progress of OG and listen to their comments about the program. In most cases, it was reported that these meetings were successful in that the individuals expressed support for the Steering Committee's efforts.

The use of persuasion with varying degrees of power or coerciveness seemed to be used quite extensively. For instance at the very beginning the principal felt that the field associate should not be working 100 percent of the time on OG. He tried to persuade her that it was her professional responsibility to spend some time counseling students. He also noted that it would help her relationships with the rest of the faculty if they knew she was actually participating in some counseling responsibilities. Although this attempt failed he was finally successful in negotiating some of her time for counseling as part of the contract for the final year of implementation. After the field associate began working 60 percent on OG and 40 percent counseling, the faculty/staff commented that OG was becoming a part of the school.

Another example of the use of persuasion tactics mixed with subtle coercion was the method used by the Steering Committee chairman when trying to persuade some faculty members of the need for OG. His perception was that counselors were considered more as administrators than teachers. He also knew that The Ohio State University was considered highly credible. Therefore he purposely had the field associate--a counselor and representative of The Ohio State University--be present as a figure of authority and credibility.

Overall the interaction between those who were perceived as responsible and the consumers was most critical to the success of the implementation. When either the characteristics of the innovation or other circumstances caused a slow down in activity on OG the faculty and staff looked for but did not see the affirmative action or support that was needed to get them to move to the next task in an efficient and expeditious manner. This perceived lack of general support was also documented in the OGPS data (See Table 9).

Probably the contract the school had with the CVE, state, and district was the single most influential element for maintaining any involvement with OG during the 1973-74 school year. If it had not been for the contract OG would have probably been discarded after the first full year.

Site B Influence of the Contextual or Circumstantial Factors. It is difficult through the use of the case study methodology to determine the relative influence of any particular set of variables. However, it is obvious in the documentation of the implementation process at site B that certain events or circumstances had a major effect on the implementation process. The discussion of the following events or circumstances is not presented in any particular order of importance or chronological sequence.

One of the most pervasive contextual influences to the implementation process was the organizational characteristics of the school. Several times throughout the documentation mention was made of how the modular scheduling arrangement at the school made it difficult for faculty and staff members to meet together.

Another aspect of the organizational structure which had an effect was a combination of the low degree of centralized decision-making and supervision, and the high degree of complexity. This combination of circumstances seemed to result in a very non-directed attitude on the part of the faculty and staff. There were a number of occasions when those working on OG looked to the principal for overt support but did not receive it.

As noted previously, site B's involvement in the North Central evaluation tended to slow down the initiation phase. Once the North Central team visited the school, during the implementation phase, they praised the guidance and counseling staff for their total program and the efforts they were making in conjunction with OG. This seemed to be a somewhat positive point.

At the outset of the implementation there was a considerable amount of visible communication and support from the district and the state. Early into the first full year of OG at school B (1972-73), two of the primary advocates at the district level changed positions. Their replacements were not nearly as overt in their advocacy nor communication with the school personnel concerning OG. This lack of communication seemed to contribute to a feeling of lack of general support on the part of those involved with OG at the school. (See Table 9; IR=.54, .51 and .52)

Some normal and rather unique events at the school also had a direct or an indirect influence on the work of task forces. One rather positive event was the overwhelming passage of a school levy (90 percent). An event such as this undoubtedly boosted the morale of the staff. At another point there were some disruptions caused by the students at a school function and during school which were reported to have had some racial undertones. Another incident which caused a disruption of schedules was the flooding of the school because of the malfunction of the drainage system after a few days of hard rain. During another week it was reported that the social atmosphere of the school was disrupted because there was a series of articles in a major newspaper in the area criticizing how the school was being operated. Specifically, the articles criticized the lack of discipline and control of students pointing out that it seemed as though students were allowed too much freedom. Normal school interruptions such as semester tests and summer or holiday breaks also took their toll in interrupting the continuity and flow of activity throughout the implementation phase. In general these events caused the attention of the faculty and staff of the school to be drawn away from the task work of OG. Each time they came back to work a certain period of reorientation was required before progress could be made. At times it seemed that discouragement set in because of too many interruptions. As a result the work of OG slipped to a lower priority.

To add to the contextual confusion there were also other innovations being initiated or implemented which competed for the attention and energy of the faculty and staff. The "counselor awareness" project was such a competing innovation. Apparently this project was under the direction of the counseling department. Because of the introduction of OG it was reported that this project was not able to complete the tasks which it set for the 1971-72 school year. The final report of the Counselor Awareness Project stated:

> As a result of the initiation of OG during the school year, it became necessary to cut back or delete some of the planned activities. Primarily the activities deleted from the plan were:
>
> Operation Guidance was permitted to take precedence. Involvement in Operation Guidance precluded the evaluation of the outcomes of (some objectives)

This intrusion of OG into the existing program of the counseling staff may have contributed to some of the negative attitudes which were reflected by the counselors.

The other major innovation which was on the minds of the faculty and staff was the introduction and implementation of what was labeled "Learning Activities Packets." This was primarily an attempt established at the district level to begin moving toward the concepts of individualized instruction and a mode of student outcome oriented accountability.

Another event which had a major effect on the progress of OG was a personal family circumstance of the field associate which consumed much of her attention and energy for approximately a three month period of time. All in all the events and circumstances at site B had a devastating effect on the progress of OG.

Site C Implementation Overview. The implementation of OG at school C seemingly followed a smooth pattern. There were very few interruptions and deviations from the tasks specified in the procedural guide. The field associate was given free reins by the administrative officer to implement the innovation the best possible way. There were some initial misunderstandings between the principal and field associate concerning the field associate's role responsibilities but they never affected the performance and eventual outcomes at school C. The field notes at school C, however, do not represent the extensive detail of everyday operations which were characteristic of the other test site schools. Figure 13 graphically depicts the amount of activity per month on OG which occurred at school C. Nevertheless the overall implementation could be described as reasonably successful.

The reader is encouraged to review part of the initiation phase to get a total picture of the events leading to the implementation of OG at school C. The main concern that will be repeated here is the fact that school C was selected as a validity check for school A. It has been previously mentioned that a set of advocates of OG from school A and district representatives desired another test site school for the purpose of satisfying several community interest groups that OG was not just another "black innovation for black students." With this in mind school C was selected to show the district, state, and community representatives that OG could work efficiently in any type of environment.

In order to test the above proposition OG was introduced to the faculty/staff of school C during the summer months of 1972. The faculty/staff's general reaction was negative. They felt that the developers were concealing information from them. They also did not understand the purpose of the innovation; nor, its intended outcomes. The information strategy which was initiated by the developers failed to elicit a positive response from the faculty/staff. However, the total faculty/staff vote was 76.5 percent in favor of testing OG at school C. On the other hand, crucial questions which were raised by the teaching staff were never answered by the developers. The types of questions which were of major concern to the teachers are presented below:

1. Why was their school chosen to participate?

2. What were the expected role changes?

3. Who selected the committees and task forces?

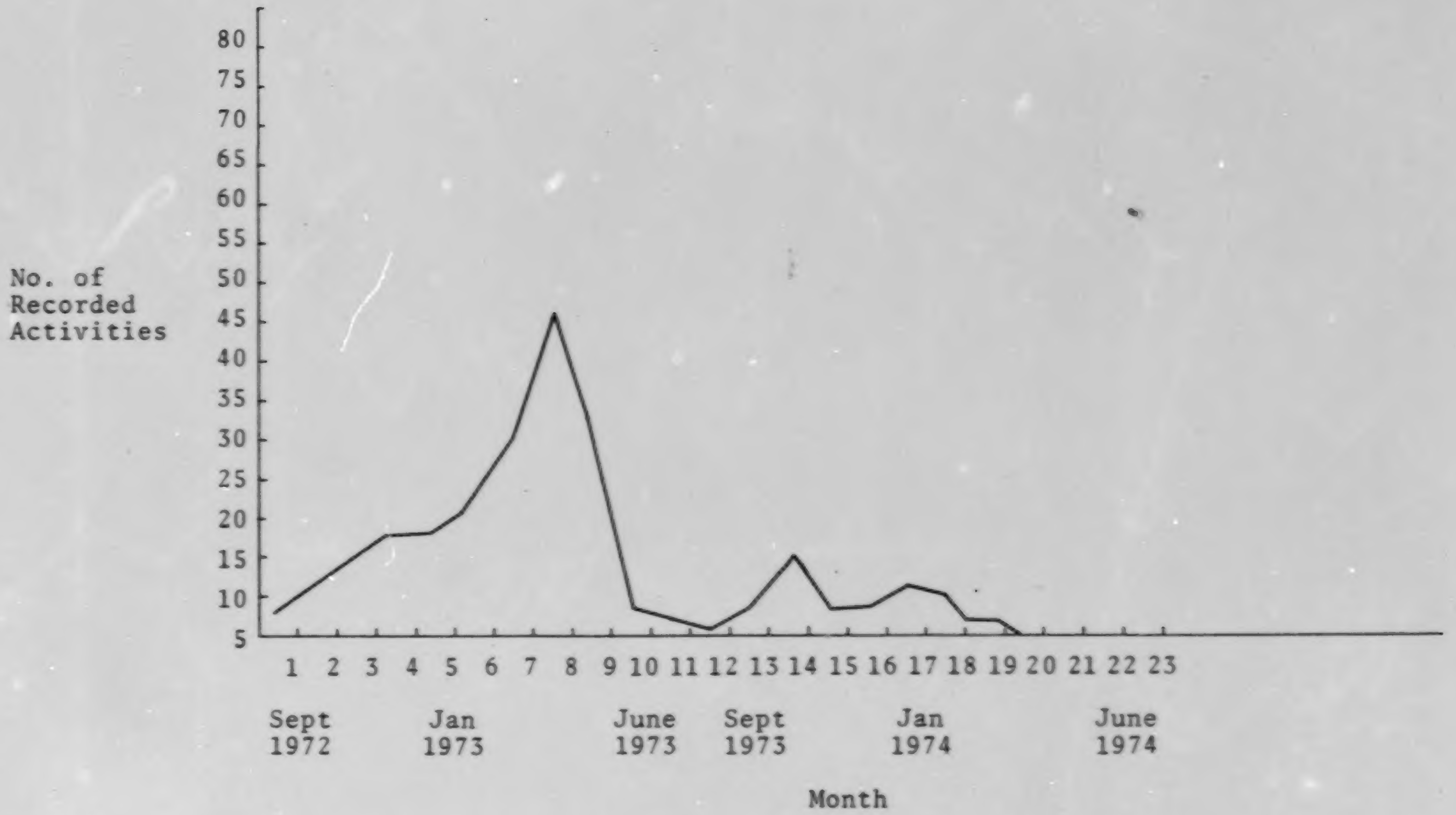
4. Who is responsible for monitoring the project?

5. How much extra work would be required of individual teachers?

With this backdrop in mind the initial thrust of OG at school C effected by numerous events. The technique for gaining teacher involvement rested solely upon the shoulders of the field associate.

FIGURE 7

Activity Pulse Chart - Site C



After the faculty vote, one of the developers commented that "the problems at school C are most discouraging."

The developers cited the principal's lack of commitment to innovate as one of the major factors which would be working against the successful installation of OG at school C. This is clearly documented in one of the developer's field reports that "There are some serious problems in school C. I think that the source of much of the problems is the principal or administration above him. Teachers have been working on committees to bring about changes in the school but no actions have been taken on the recommendations made by them."

The teachers initial reaction to the innovation could be characterized as ambivalent. The teachers generally agreed that the innovation was needed to upgrade their counseling and career guidance department. But they also felt that the project was taking up too much of their time.

The principal's reaction throughout the project was that of indifference. The principal's initial main concern was to get a clarification of the field associate's role responsibilities. The principal did not know that the role of the field associate would be that of an observer and translater for the school, until September of 1972. This was four months after the first visit by the CVE staff to talk with the principal in June of 1972, for the purpose of discussing the project with him and his staff. Up until this point the principal had never really involved himself in the project. His indifferent attitude toward the project was consistent throughout the project. He was merely concerned with whether the field associate would be directly involved with helping the teaching staff to implement the innovation. The field associate reported having several meetings with the principal to resolve the misunderstanding about his actual assignment in the school. The field associate related that the principal ". . . was a little shaken over the fact that my role was more of observer and reporter of malfunctions in the school. He really saw my role as that of pusher of the project. I explained that the Steering Committee chairman would be the person to do the pushing."

At the beginning of the 1973-74 school year school C was moved into a new facility. In the transfer some of the faculty and staff changed but not a major proportion. The new school is the one described in the site description. This was done because the major portion of the work on OG was accomplished in the new school. It had been reported that in the old facility the teacher morale was very low. The change of environments seemed to have a dramatic positive effect on teachers. The new structure had clusters of open space for teaching areas. All of this plus a large vocational teaching area necessitated the restructuring of the school's curriculum and methodology.

This change seemed to have some effect on the attitudes of the faculty and staff toward OG. Because of the greater emphasis and more opportunities for the students to be involved in vocationally oriented programs the students and the teachers were more excited about the potential in this area. Some teachers and students stated that attendance was greater for some previous potential dropouts because they had the vocational programs. Some of the teachers even seemed to equate the goals of OG with those of the vocational program and in this respect they were hopeful that it would be successful.

One of the major incidents which occurred during the project and necessitated the consideration of organizational policy was the selection of students and teachers to act as substitutes for teachers who were involved in working on various committees. This is borne out of a comment from the chairman of one of the task forces who remarked that several of the teachers suggested that the principal should get "supply teachers so they could work all day on their tasks." However, when it came to asking students to substitute for teachers, it became apparent to the field associate that it was a little more difficult at school C "to get students out of class." He further added that he would "plan to speak at the next faculty meeting about why we will call them out of class and then will not do so unless absolutely necessary."

Throughout the project the field associate reported how smoothly the implementation was occurring. This was apparent considering the short period of time it took for school C to complete the required tasks and the total process. The disruptions and malfunctions were minimum, and when problems did occur the field associate solved them expeditiously. However, there were various casualties which occurred. Several task force members, teachers, and committee chairmen dropped out of the project due to other duties. These losses did not affect the operations because an alternate person was available to take their places.

The final output data showed the development of two CDU's. There were no indications as to whether the project would be continued next year. The state's interest in the project began to wane, nevertheless one official from the state level offered support to the field associate. The field associate became a district coordinator for monitoring the project at four to six schools within the system for the school year 1974-75.

Site C Degree of Implementation. Table 18 provides a summary of the degree to which OG was in fact implemented at school C. The school developed two CDU's and none were proposed for the following year. One of the CDU's emphasized a career exploration unit with the basic purpose of helping students to understand and know more about available occupations. The second CDU emphasized the importance of students knowing appropriate skills for getting jobs, like filling out job application forms, personal resumes and how to dress and act for an interview with a prospective job employer. A total of three teachers were involved. One-hundred and sixty students enrolled in the two courses. After eighteen to nineteen months of going through the process, the outputs of OG were beginning to affect a significant segment of the student body. These two CDU's enrolled a little over 10 percent of the student body.

The time taken to complete five of the six phases of the project was minimal. The overall time was approximately nineteen months. Again the longest period of time occurred during the data collection, analysis, and interpretation phases of the project. The data was collected and analyzed without too many major problems. Thus the work progressed efficiently, except for the normal lags in activities, which occurred near the holiday seasons.

The amount of technical assistance was rated very low by the developers. There were very few incidents in which the developers had to directly intervene in the project. In most cases the general problems were solved by the field associate and the teaching staff. The developers rated the overall work at school C as being reasonable. The effective implementation of OG at school C was perhaps a major reason that the local school system set aside resources for the 1974-75 school year.

Most of the official and unofficial support for continuing OG (or at least a surname of the project) originated at the local level. The career education component at the local administrative level set funds aside for OG next year. It was suggested that OG would be used as a developmental model for a complete career guidance system throughout the district. A member of the vocational/technical education department at the state level informed the field associate that they would continue to have contact with the expanded efforts in the school district.

Site C Influence of the Characteristics of the Innovation. The characteristics of OG will be discussed in terms of the three categories of attitudinal response: (1) appropriateness, (2) technical adequacy, and (3) personal relevance; and the three categories of expectations: (1) better guidance, (2) new roles and relationships, and (3) more efficient use of resources. Some indications as to the amount of involvement will also be discussed. Refer to Table 9 which shows the index of response for the above variables.

The concept of appropriateness consists of two levels of analysis at school C because the original choice to participate in the field testing was not a decision by the principal to accept OG as fitting his perceived needs, or whether it would be appropriate for his school. From one stand point OG was seen by the district representative merely as an innovation which would validate the findings at school A. Basically, the principal did not seem to care whether OG was successfully implemented or not because it was not his original choice to have the innovation in the school.

On another level the teachers' general response to the innovation was positive. They felt that the project was appropriate for solving student career guidance needs. This is supported to some extent by the Index of Response which maintains a fairly high rating throughout the year (IR=.74, .79 and .72).

The technical adequacy of OG caused the major problems at school C. Beginning after the faculty vote in 1972 to the end of the school year of 1974, various negative comments were recorded about the effectiveness of the materials and complexity of procedures. One counselor termed the A/V presentation "amateurish," the students needed additional clarification of the probable outcomes. These comments are supported by the relatively low rating by the faculty and staff of technical adequacy (IR=.59, .60 and .55).

Interest at the state level from the director of guidance and counseling also remarked that "The school staffs were negative about OG in terms of complexity and reading level of the materials." This latter comment was repeated by the field associate and teachers throughout the project. For example, the principal was disenchanted with the instrumentation, and the field associate related to the developers that the ambiguities in module V were not easily translateable into practical exercises by the teachers. He commented that "Module V needs to be clarified, in order to proceed through the process of developing CDU's."

Whether OG had personal relevance was never clearly brought to the surface at school C. However, indications show on the Index of Response (IR=.64, .74 and .65) that the teachers felt that OG centered close to their own perceived needs. Conversely two reasons seem to argue against this position: (1) there was very little involvement by the total staff and (2) the comments from teachers, students, and parents through trip reports and project memos reflect a different attitude about their personal feelings toward the innovation. Some parents responded unfavorably because their children saw no personal worth in the project. For instance, when the student survey permission forms were sent home for the parents' signatures, it was revealed that some students told their parents not to sign the forms because they were not interested in participating. The additional reasons why the parents failed to get involved are listed below: (These statements were extracted from the field associate's reports to CVE.)

1. Parents were too busy to read; they signed no because the students indicated they didn't want to take the survey.
2. Parents read things into the program that weren't stated, for example:
   a. Some parents thought it was a drug program.
   b. Some parents thought the program was designed for poor students.
   c. Some parents thought it was an after-school program.

Basically the "major reason for students not taking the survey was that they didn't want to be involved." There exists no documented evidence for explaining the students' negative attitude toward the project.

The expectation that OG would result in better guidance services for the students was rated high throughout the program (IR=.74, .77 and .72). The indication from documentation confirms that the faculty and staff believed that OG had the potential of bringing about better guidance services. However, one of the administrators at the state level withdrew his support for OG because he "felt that OG did not address the entire traditional counselor role and only focused on the career guidance aspects of it." His main argument was to move OG from a research and development effort to an operations division. It was learned later that the district representative of OG also withdrew his support because "he no longer had time to work with the OG effort." These latter incidents would indicate the OG was not perceived as resulting in better guidance services by some.

The response to the question of whether OG would bring about new roles and relationships was rated at a minimum (IR=.57, .59 and .56). Neither the teaching staff, nor the community had ever viewed OG very strongly in terms of providing new relationships. Nevertheless a comment from one of the developers offered that OG was in fact indirectly creating new roles and relations. It was related by one of the developers in a meeting of the B.O.T.F. that "we found it unusual due to the small size of the school that teachers did not know the other teachers on the task force." In the past most teachers were previously insolated from each other, but OG did in fact alter the social system at school C to some extent. The teachers who were involved in the Behavioral Objectives Task Force worked diligently to arrive at performance objectives for the students. Once the teachers became involved they responded positively to the new relationships which were formed by working on different task forces and committees. Conversely, it was reported that many of the teachers were "interested in identifiable outcomes, but they failed to realize that the process itself is an outcome."

There was no direct mentioning of whether OG would bring about *effective use of resources* from the descriptive information compiled at school C. The Index of Response was rated moderately high (IR=.61, .66 and .64). A lot of the comments concerned the amount of additional resources needed to implement the project. This latter idea was a major concern of the principal and counselors. The principal informed the field associate that OG required too much time to accomplish the prescribed tasks and he also related his general dislike for the instruments. The field associate even related incidents in which he had to spend additional time "encouraging people to get started."

Site C Influence of the Interaction Between Advocates and Consumers. Perhaps the general overarching strategy for implementing OG at school C was initiated by the principal. The principal essentially allowed the field associate to run the project. The principal introduced the innovation to the faculty/staff, but thereafter chose not to involve himself in the project to any significant extent. All responsibilities of monitoring the innovation were given to the field associate. The principal's strategy of noninvolvement is important to note here because of his past history of not implementing programs approved by the teaching staff.

It was suggested by teachers that the principal did not have the personal charisma to unite the staff for such an effort; therefore the responsibility rested on the legitimacy of the field associate to fuse parts of the fractionated staff. If you recall, the field associate was also the president of the local teachers' union. Thus his legitimacy was established by the position he held within the school system.

The manner in which the field associate directed the implementation at school C was analogous to the part of the protagonist in a great play. He used the school as if it were a play; and all of the characters seemingly knew their roles. Below some of the field associate's comments are given to provide the reader with an idea of his leadership style. The comments were recorded by the field associate for the purpose of explaining to the CVE staff the events which occurred at the school:

1. Project is running smoothly;
2. Everyone raring to go;

3. Project has finally started to move. Groups have been organized and have jumped right into the job.

4. Spring holiday's next week--only three-day week will be slacking off until the second of April.

Although there is very little we can infer from these above remarks, it does provide the reader with an idea as to the field associate's personal style. This was mentioned because his leadership style proved to be one of mainly using informative and persuasive tactics to implement OG.

There were very few coercive strategies used at school C. One somewhat coercive tactic was employed in the form of a directive to use no students on committees unless absolutely necessary. This was the principal's directive.

A personnel selection and replacement tactic was effectively utilized by the field associate. When members quit working on committees and task forces, the field associate selected teachers and students who would get the job done. He also informed the steering committee "to select good hard working people."

Another strategy for gaining teacher participation was to have teachers and students cover teaching assignments or monitor the classes, so teachers could participate on the various committees. This proved to work remarkably well. The teachers were satisfied and it also gave the students substitute responsibilities which previously were not open to them. In considering this point; the field associate also covered several classes for teachers who were participating in the project.

A mild coercive technique for gaining continuous faculty participation was the establishment of deadlines within the system. Previously, the faculty and staff would not work on the specified guidelines unless the field associate verbally asked them to do so. But several members in the project recommended that deadlines be set because teachers were slacking in their duties. This was related to the CVE staff in a weekly summary log; which specifically stated that "the system must build deadlines into it in order for the team to work continually." This tactic was helpful in accomplishing the prescribed tasks.

Site C Influence of Contextual or Circumstantial Variables. There were very few contextual variables which appeared to directly affect the major operations of the project. The unanticipated events which momentarily delayed progress in the project ranged from an ice storm to members of the various teams dropping out to do other school duties.

The most momentous event which had an eventual affect on OG was the moving of the school personnel and students from one facility to another. As previously mentioned the new facility was a modern open spaced structure which provided new opportunities for both curriculum and method. Although there was a considerable amount of adjustment to be made to the new environment the faculty and staff and student body shifted without any major incidents. Since the new facility had a larger area for vocationally oriented teaching stations this seemed to positively influence both the faculty and students attitudes toward the possibilities of a planning system such as OG.

The lack of initiative on the part of the administration and the general organizational characteristics seemed to have the most pervasive effect on the implementation of OG. From the previous discussion of the organizational characteristics (Refer to page 66) you will recall that there was a low degree of standardization and supervision. These circumstances led to standardization and supervision. These circumstances led to the general feeling on the part of the faculty that they were quite independent and did not have to cooperate with any general school effort. The fact that the curricular structure was separated into rather autonomous departments both subject-wise and physically within the school building structure added to the complexity of the organizational arrangement. This in turn made it even more difficult to break the barriers of departmentalization and get people involved in a cross-disciplinary activity such as OG.

Site D Implementation Overview. Figure 14 depicts the amount of activities recorded by the month with respect to OG at site D. During the time period approximately one month before the orientation of the faculty and staff (October 1972) to about one and one half months after the orientation (November and part of December) the field associate reported a considerable amount of activity. During this period much of the time was spent in both providing information to the faculty and staff of the school as well as personally contacting many of them to gain their opinions and hopefully their support of OG. Both the local newspaper and the school newspaper carried information about the participation of the site D school with OG. Meetings were held with groups and individuals. A Steering Committee, advisory council, and Data Collection Task Force were all established during this time period. Even with all of this activity and information being disseminated there was indication that both parents and students were not being well informed. This was due in part to the regulations in the procedures of OG which recommended minimal information dissemination outside the school. One incident occurred with a student member of the Steering Committee. He expressed concern about the secrecy with which the project was being conducted and the lack of background information. The field associate also reported that during this period of time two parents called indicating that they thought their children would be in a total program rather than just take a survey. These incidents point out the fact that although there was a considerable amount of activity and information being sent out about OG it was not equally distributed nor was it necessarily communicating the intent for which it was designed.

There were very few intervening factors which had a direct or even indirect effect on this first period of implementation. The district and local administration were very supportive of the project and the field associate's role seemed to be clear to everyone. Once information began to spread, even the local school committee and one of the local community service groups requested to know more about the involvement of the school in this new project. These groups received the information and indicated that they would be willing to help if they were needed. Some other school districts even sent representatives to find out something about what school D was doing in this new project. These facts point out that in general the beginnings of the implementation really went quite well.

One inhibiting circumstance was that toward the latter end of this first two and one half month stage of the implementation there was a siege of bad wintry weather which caused some of the committees to postpone their meetings. Two other situational factors during this same time period which were mentioned in the documentation as having a potential affect on the outcome of OG were: (1) the fact that district D was involved in another somewhat similar project to OG (This was referred to early as possibly influencing the decision to try OG. It will be shown that OG may have been seen as an alternative or competing system in order to provide the district with a comparison of two different approaches to the same basic problem.); and (2) the fact that several years earlier the district had gone through a rather thorough career education needs assessment program and it was reported that there were still some teachers upset about that.

From January 1973 through April 1973 most of the activities relative to OG centered around the processes of collecting, analyzing, and interpreting the needs assessment data. Although the tasks were completed there were some struggles. At times it was reported that it was very difficult to secure cooperation from teachers. The general problem of getting information and cooperation from teachers, students, and parents for the purpose of conducting the student survey was of considerable concern to the Steering Committee, the various task force chairpersons, the administration, and the field associate. During this time both parents and students requested more information before they would decide to participate while teachers either cooperated or seemingly ignored the requests given to them for such a thing as to remind the students to bring in their permission slips from their parents for taking part in a survey. It was reported by the field associate that the combination of some bad weather, the Christmas-New Year vacation, and a "general teacher apathy" of being involved in anything outside their own classroom contributed significantly to a "slowdown" in progress during this period of time. However, it was reported that those students who did finally respond to the survey seemed to take it seriously. Also one teacher mentioned that her involvement in filling out a survey made her "think more about" the role of guidance in the school.

During this time period the field associate spent most of his time observing and checking on the progress of the various task forces. He also purposely went to several key persons in the faculty and staff (opinion leaders) to either keep them informed or gain their opinion about some aspect of OG. This seemed to help in keeping some basic channels of communication open. The key administrator was the vice principal in charge of curriculum. The field associate was very careful to keep this individual informed. The principal played more of a general support and legitimizer role rather than being directly involved. In conversations with the field associate and others of the faculty and staff they felt at times that they were not sure how strongly committed the school or district administration was to OG because there were not many overt acts by administrators which would demonstrate or illustrate their position. The field associate expressed this as a somewhat nagging concern throughout the project's duration. One means of overt support used by the principal was to send a personal letter of thanks to the members of the various work groups after they had completed their task. Other than this very few administrative interventions were visable to the faculty and staff. In fact on at least one occasion it was reported that the steering committee chairman went to the vice principal in charge of curriculum to request that he allow students to be released from class to perform some of the tasks that needed to be accomplished. The vice principal replied that OG should be a faculty and staff project and that the work should be spread to other faculty and staff so as to gain a broader base of involvement. This incident represents the basic attitude and management style of the administration with respect to OG--that of delegating responsibility and providing only minimal overt support but considerable vocal support.

During this second period of implementation, the local school committee requested another session with the field associate, in order to have an update of progress with the project. Again the exchange was brief, cordial, and nominally supportive. Toward the latter part of this second period of implementation the field associate was out of school due to a personal situation. This event slowed activity a little but definitely did not bring it to a halt.

In April 1973 after the field associate had returned the director of student services at the district level became very interested in considering coordination of the data from the other guidance system innovation being tested in the district with the OG data. This interest seemed to have been building from the time at which some of the OG data had begun to be analyzed and interpreted. In fact in the early part of May the field associate met with counselors of the other schools who were implementing the other innovation. However nothing was reported as materializing from this meeting.

The remainder of the first year (May 1973 - June 1973) was involved with assessing how much progress had been made and beginning initial planning for the following year. The contract for the next school year was finalized between the CVE, the state department, and the district. In an attempt to assess the state of OG at school D, the field associate met with selected members of the staff to review the progress made. He also met with the principal to discuss further plans before the summer break.

No activities of specific documentation were recorded during the months of July and August of 1973. However, in August the field associate did participate in a general workshop for all six of the field associates held at CVE.

At the start of the 1973-74 school year in September it was necessary to elect a new chairperson of the Steering Committee due to the resignation of the previous year's chairman. It is important to note that the previous chairman resigned because of his being selected to be involved in an intern program which was conducted by the state department and one of the major state universities to train persons specifically for creating and managing career education programs at the local level. With this responsibility the intern spent time at the state department, in class, and one day a week as a consultant for the local district from which he came. This arrangement benefited school D because OG was given some visibility at the state level. Throughout the project's duration at school D very little formal or even informal contact was maintained by the state department other than through this intern.

From September 1973 to November 1973 activity on OG started at a fairly good pace even though it was not nearly as active as the first part of the previous year. Interest on the part of a few students was especially curious. One of the members of the student senate approached the field associate voluntarily to ask how OG was going and see if there would be any way for the students to help in the effort through the student senate. The field associate indicated that at the present time there probably was not but later there would be. In another case it was recorded that the teacher members of the Steering Committee were tending to stray into irrelevant or divergent discussions and the student members intervened to get the committee back on the task. It was reported that this initially upset some of the teachers but overall there was no real problem.

In October the school was at the stage of writing behavioral objectives. This stage involved several incidents. First the director of student services at the district level was concerned because he did not understand how persons with little knowledge in the ares of "Career Development" could write meaningful behavioral objectives. This concern was answered by a CVE representative by stating that no real theory exists in the area of career development anyway. Therefore teachers are probably as well qualified as anyone to write such behavioral objectives.

A second incident associated with behavioral objective writing was that the advisory council had difficulty understanding why behavioral objectives had to be written before implementation could begin. They felt that the goals were specific enough to suggest several actions.

The third significant incident related to the task of writing behavioral objectives was that the Steering Committee chairwoman had considerable difficulty getting members of the faculty and staff to be involved on the Behavioral Objectives Task Force. Three reasons were reported as contributing to this problem: (1) the faculty and staff "not having time to" be involved; (2) the faculty and staff "not interested in anything out of my (their) area;" and (3) some of the faculty and staff expressing a general dislike for the concept and practice of developing behavioral objectives.

November 1973 and December 1973 seemed to be a somewhat critical point for OG at site D. At the district level interest and satisfaction was being expressed by persons such as the director of student services and the assistant superintendent of instruction. In fact the assistant superintendent indicated that he liked the systems approach and the extensive involvement of the staff and students. He was also hopeful that activities would be developed which involved the total staff in the process of career guidance. The former Steering Committee chairman who you will recall was an intern at the state department also indicated that he was getting several inquiries about

OG from other districts in and out of the state. At the same time of this upswing of interest at the district and state level the faculty and staff of school D were getting tired of OG. Concern was expressed by several that they had been working on OG for a long time with almost no real outcomes for students. To add to the overload of planning and filling out surveys the decision was made at the district level to validate the data from the other competing career guidance innovation in the district by administering it to a sample of the total school district's secondary students. This involved some students of school D. This just seemed to compound the feeling of the staff that little was being done to actually serve students.

Early in December a general debate concerning attendance procedures for the students in the district was beginning to brew. This debate seriously affected the morale and progress of the OG steering committee by the time it had completed its task in February of 1974. The following comment recorded by the field associate summarizes the issue very well:

> Because of the proposed change in attendance procedures we have had a great deal of tension on the staff. We have two groups (1) advocating a stricter enforcement of attendance; and (2) advocating no change and students should be responsible. This has caused a great amount of anxiety on the part of administration and staff. In talking with (the chairwoman) we felt it was better to let things cool down then begin our next step. At this point staff members may not be interested in doing any additional work or participating on OG . . .

Later in February the Steering Committee chairwoman resigned stating four reasons: (1) she related frustration in trying to get the faculty and staff involved with OG; (2) she had served on the recent attendance committee and felt that this affected her ability to deal with certain members of the faculty and staff; (3) she expressed general concern over what she felt was an attitude of indifference in the faculty and staff to be involved in anything outside of their own classroom responsibility; and (4) she felt that her own classroom teaching responsibilities were being neglected because of her extensive involvement with OG. About two weeks later in March the Steering Committee met and gave the chairwoman a vote of confidence and persuaded her to maintain her position for the remainder of the year. She did.

In total this event was a serious blow to the progress of OG at the critical point of really beginning to realize some outcomes in the form of Career Development Units (CDU's). The director of student services at the district level expressed concern that he felt there had been only a superficial review of the behavioral objectives and because of a slow down in activity there was not really sufficient time to develop and implement any CDU's.

In April another critical situation slowed down the progress on OG and essentially forced site D to make the decision not to implement any of the CDU's as planned. The event which intervened was an impending strike of the teachers in the district concerning contractual arrangements for the following year. It was reported that there were two camps--60 percent for the strike and 40 percent against such a measure. Although the strike did not occur and the situation was somewhat resolved, this event combined with the recent attendance debate had essentially consumed all of the "extra" thinking time and effort of the faculty and staff. Therefore, the decision was made to submit four planned CDU's and four proposed CDU's. Although a district representative stated that he could provide release time for teachers or others to work on the CDU's the faculty and staff were reluctant to take any time from their classes so late in the school year. The actual number of CDU's developed was three and the number of CDU's proposed was five. This essentially ended the documentation of activities at site D.

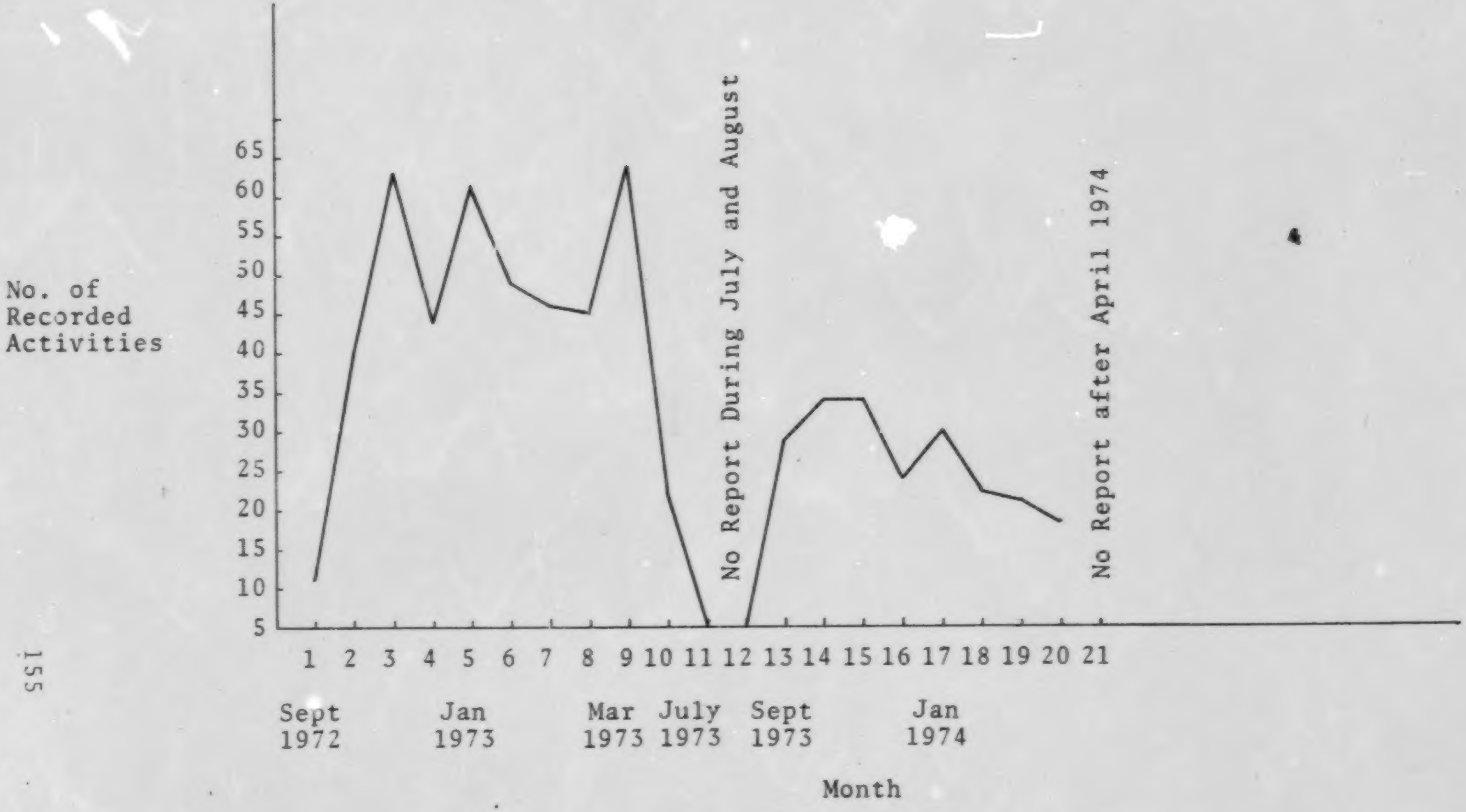
Site D Degree of Implementation. Despite the fact that site D did not actually test any CDU's the overall degree of implementation has some positive indicators. Table 14 displays a brief summary of how site D matched the implementation criteria.

The quantitative aspects of the implementation are reflected in facts such as: it took the site D school faculty and staff approximately twenty months to complete what they did during implementation; and beside student need assessment data, goals, and behavioral objectives the outputs of the effort were the development of three Career Development Units and the proposal of another five. You will recall in the previous discussion that the decision was made not to implement any of the CDU's that last year.

Even though the school did not implement any CDU's officially (through the prescribed procedures in the package) it was reported that OG had a major influence on the faculty and staff to develop what was labeled a Career Information Center. This center was established shortly after the needs assessment data was analyzed and interpreted during the first year of the school's involvement with OG. During the second year OG was being implemented the Career Information Center (CIC) was used extensively. One outcome of the CIC was that approximately 400 students were placed in part-time jobs. Since the CIC was located near the library and resource center for the school and students had easy access to it.

FIGURE 8

Activity Pulse Chart - Site D



Another indicator of the quantitative aspects of the implementation was the extent of activity concerning OG. Figure 14 graphically illustrates that during the first year there was a considerable amount of activity and that during the second year there was a significant reduction in activity. However, it was the informed opinion of the CVE development staff that site D required very little technical assistance to complete the required tasks.

The CVE development staff judged the various outputs during implementation as being of good quality. The quality of the data collection effort, the goals, the behavioral objectives, and the overall task work were rated as excellent. Although the CDU's had to be developed rather hurriedly the three which were developed were rated as of good quality.

The attitudinal response to OG by the faculty and staff of site D as recorded through the use of the OGPS was never strongly positive. The Indices of Response ranged from a high of .65 to a low of .42 throughout the implementation during the last year (See table 9). Also the total amount of involvement never rose above .28 which indicates a fairly low degree of involvement by the total faculty and staff in the entire project during the time observed. Even the expectations the faculty and staff had could not be considered as very high (IR range=.65 to .46). It seemed that most of the faculty and staff suspended judgment of OG until they either knew more about it or until OG produced some results which were worthwhile and beneficial to them or the students.

Site D Influence of the Characteristics of the Innovation. As in the other site discussions the influence of the attributes of the innovation (OG) during implementation will be discussed in terms of three dimensions of the attitudes scale and three dimensions of the expectation scale which were incorporated in the OGPS.

Operation Guidance was in general perceived as appropriate for the school. The district and local administration on several occasions indicated that this type of system was consistent with better systematic and accountable planning; broader based participation by the school staff, students, and parents in decision-making; and the need to provide better guidance services for students. The vice principal in charge of curriculum in particular viewed OG as synonomous with career education. OG to him hopefully was a means for reducing the gap between the vocational educators and the academicians concerning the need and how to implement notions of career education. Parents and other community representatives viewed OG as being relevant for the school. Most students could see the relevance of the objectives of OG. However, some of those who resisted being involved in the survey did so because they thought it was a special or separate program.

The administrative department also agreed that OG was relevant for the school. The vice principal in charge of counseling did not play any major role during the implementation, but was kept informed and lent nominal support. In an interview with this vice principal toward the end of the implementation she indicated that from her perspective the main function of OG was one of defining and providing information to students concerning decisions related to career choice. To her the role of counseling was somewhat different than that of guidance, although she did not go into detail as to exactly what the difference was. It seemed as though she was taking the position that OG was appropriate, but that it was designed to deal with only a segment of the guidance and counseling function--that of providing information to students about potential careers which they might consider.

It is difficult to characterize the faculty and staff's response as to the appropriateness of OG. From the OGPS the Index of Response was .64, .67 and .66 respectively for the three samples. This indicates an attitude somewhere between being undecided and in agreement that OG was appropriate for the school. The documented record attested that there were a number of persons who felt OG had goals, objectives and a plan which were expremely appropriate for the school. The Steering Committee chairwoman put it very well when she said that OG is a "team" effort, can be tailored to meet the specific needs of the site D's students, and is a system which sets the "level of expectations" through the use of student input. In sum, she perceived OG as speaking to the core issue of education--providing direction to students and encouraging their investigation of alternatives for life work. On the other side of the response to the appropriateness of OG the data available seemed to indicate that many of the faculty members really did not have enough information on which to judge whether it was or was not appropriate. It was mentioned by the chairman of the social studies department that for many of the faculty and staff any innovation which had connotations of career education was a "red flag" for them. The use of behavioral objectives was also reported as having a similar effect for some members of the faculty and staff. This meant that such persons would be very cautious about how they viewed an innovation with such attributes.

The technical adequacy seemed to cause the most difficulty relative to the attributes of the innovation. Several reports indicated that teachers, administrators, parents, and students had difficulty understanding the audiovisual presentations and brochures which were sent to them. The jargon concerning such things as guidance and career guidance seemed to be very confusing to these individuals. The general response to the question of the technical adequacy of OG to accomplish what it said it would, through the use of the OGPS, was between an undecided and disagree opinion (IR=.42, .45 and .46 respectively for the three samples).

An interesting conflict of opinions surfaced concerning the time required to produce any outcomes with the procedures of OG. On one side many of the faculty and staff felt that the lack of student outcomes for the two years seriously detracted from its effectiveness. In a conversation with the first year's Steering Committee chairman toward the latter stages of the implementation he stated that the outcomes from OG would probably be quite worthwhile but that the amount of resources in time, money, and personnel that it takes makes you question its efficiency. The other side of this issue was presented by the vice principal in charge of curriculum. He seemed to think that the fact that OG had a considerable amount of "lead time" and planning before actually incorporating any changes was a very positive aspect of the program. He indicated that it was his experience that changes in attitude and behavior simply take a lot of time and OG provides a systematic way of using such time purposefully while the process of attitudes and behavior change has a chance to operate.

The only other reaction to the technical adequacy of any major significance concerned the credibility of the developers. The fact that the project was promoted as a nationally sponsored project did not necessarily impress the members of the faculty and staff, but it did raise their expectations concerning the quality of the work. When expectations were not met the credibility of the CVE suffered. On the other hand since OG was being monitored and advocated to some degree by a field associate who was a respected member of the faculty and staff the serious effect of any decrease in credibility concerning the developers seemed to be absorbed by the relatively high degree of respect for the field associate.

Another segment of the attitudinal response concerned whether OG was perceived as personally relevant to each of the members of the faculty and staff at school D. Although it could be inferred from numerous comments made by various members of the faculty and staff that they did personally (through their professional and personal committments) identify with some or all of the goals and objectives of OG, the general response was in the undecided range. The Index of Response of the OGPS for Personal Relevance was .57, .59 and .56 respectively for the three samples.

The contrast between the response to the appropriateness of OG and its perception of personal relevance is rather interesting.

It seems as though many of the faculty and staff were stating that OG seemed to be the type of thing in which the school should be involved, but that it was not clear that OG would have any significant effect on their area of responsibility. This point is further supported by the essentially undecided expectation concerning the possibility of changes in roles and relationships resulting from the impact of OG. The Index of Response on this expectation was .49, .50 and .46 for the three samples, respectively.

The expectation that OG would result in more and better guidance seemed to roughly parallel the attitude of appropriateness of OG. The IR's for the Better Guidance subscale were .64, .65 and .60. After talking with some of the members of the faculty and staff this hope or expectation seemed to be the main stay of their involvement.

Even though one of the primary goals of OG is the more efficient use of resources, the faculty and staff again had a noncommittal or undecided reaction to this aspect (IR=.53, .60 and .54 respectively for the three samples). The comment previously mentioned which was made by the first Steering Committee chairman probably sums up the attitude of many persons concerning the potential efficiency of OG (page 152). In essence he said that it is a good idea but it takes up too much time and other resources.

Site D Influence of the Interaction Between Advocates and Consumers. The initiation period set the stage for the basic strategy or style of managing which was used throughout the project at site D. It has been mentioned before that both the district and the school had a considerable number of administrators for their size. This may in part account for the extensive involvement of a number of administrators at both the district and local level before teachers had direct contact with anyone knowledgeable about what OG was all about. In any event the general response of the teachers during the initiation was that management had already decided that the school would be involved with OG and they felt that their involvement in the form of a vote to accept OG or not was purely perfunctory.

The strategy which was reflected in this type of action seemed to be typical of how the administrators in site D operated. If management or some other forces decided that some change was needed the strategy was to mandate that change, but not specify how it was to be carried out. This seemed to allow the freedom necessary to appease the individuals who held a professional value of autonomy. On several occasions it was reported in the documentation at site D that the administration chose not to intervene but allow the Steering Committee and faculty and staff to work out the various problems that arose. The vice principal in charge of curriculum, in particular, mentioned that he perceived his role as one of a facilitator that provides the environment for the work to be done. By this he meant that he sets priorities and then provides support in terms of articulation, space, and time in order for the task to be accomplished. This style at times effected the field associate and steering committee chairpersons. They felt they needed the overt backing of the administration on occasion in order to demonstrate support for OG.

Informative tactics such as announcements, brochures, and news releases in the local and school newspapers were used quite extensively at the beginning stages of the implementation. The field associate very early in the process of implementation began to realize that many of these types of messages were either not being perceived at all or they were quickly forgotten or ignored. A rather dramatic example of the inability of one informative tactic to communicate was reflected in a letter sent to the principal by a parent.

> We are returning the permission form for 'Operation Guidance' incompleted, but would like the opportunity to give the program further consideration.
>
> I can't remember when I've seen anything so vague and uninformative as the folder attempting to describe Operation Guidance. Your letter was likewise very little help. We would like to know more, without the educational jargon, of just what the program does for the student.
>
> Is this something the school buys? How are students selected?
>
> We will appreciate your help.

Other comments by the faculty, students, and other parents also reflected this same type of general concern with the type and form of the information presented to them about OG. The field associate indicated that if he wanted action he had to go to people personally rather than send them a note or announce something about it over the public address system. Even if he just wanted to keep a group informed he reported that a personal discussion was necessary before any real communication or understanding seemed to be registered.

Most involvement in OG seemed to be gained either by individuals on the Steering Committee going to their friends and asking them to participate or persuading individuals to be involved as a part of their professional responsibility. Many times these tactics did not work because the individuals being asked to become involved saw OG in a low priority relative to their other responsibilities to their friends or their profession. One tactic which was used to encourage involvement was to have a letter of commendation sent to those who participated from the principal. The problem with this was that really only those who ever participated knew about it. It can also be inferred from interviews with several faculty members and the advent of the teachers strike toward the end of the implementation phase that the majority of teachers considered their support of the school and any praise from the administration as secondary to their responsibility as a professional teacher trying to serve students.

In general it can be said that there were not many planned actions on the part of the advocates of OG at site D. In almost all cases the field associate's and others' actions were based on a reaction to such things as a request for information or some slow down in activity. In these cases the basic tactic was for either a member of the Steering Committee or in most cases the field associate to go out personally and provide the information or listen to individuals to determine what was the problem. However, there was an attempt on the part of the field associate to seek out opinions of selected faculty and staff concerning various aspects of OG. In this respect the field associate was taking what could be considered preventive action. In a few cases the field associate even discussed issues concerning OG with an entire department or the total faculty and staff. Each time this occurred the field associate reported that he was well received and that the meeting was beneficial for both parties. Even with these types of contacts there were still a number of reports by persons such as the Steering Committee chairpersons that it was extremely difficult to get people to participate on task forces.

Probably the most influential aspect of the interaction between the advocates and consumers at site D was the fact that the field associate was previously a highly respected member of the faculty. On several occasions during interviews with members of the faculty and staff reference was made to how the field associate assisted in smoothing over the rough edges during the implementation period.

All in all the interaction between the advocates and the consumers at site D did not greatly inhibit the acceptance of OG. Although there was never a high positive response to being involved neither was there ever an uprising against OG because of the strategy or tactics used. It seemed as though the barriers which occurred were more directly associated with either a reaction to the attributes of the innovation as presented in the previous section or circumstantial factors which are explained in the following section.

Site D Influence of Contextual or Circumstantial Events. As in the other sites many contextual elements seemed to impinge upon the implementation process. In some cases the effect was clearly detrimental. In other cases the effect was positive. While in still other instances it was not entirely clear as to whether the effect was ultimately positive or negative.

Six events or conditions seemed to have had a negative influence on the process of implementation. One of the first to occur was a siege of bad weather which necessitated the cancelling of several committee meetings. Following this there were the Thanksgiving and Christmas holidays which caused a slow down in activity. The third event was the period of time in which the field associate was gone because of a personal situation. It was reported that about three weeks lag in activity resulted. The third and fourth events were a debate in the district concerning student attendance procedures, and the negotiations of the district teachers with the administration for the following contract year. You will recall that the student attendance debate resulted in the Steering Committee chairwoman initially resigning from that post. It was reported that both the attendance debate and the negotiations and potential for a strike consumed a great deal of the faculty and staff's time and energy. Therefore, it was difficult to request involvement in anything outside of the faculty's own classroom responsibility. The fifth and sixth negative influences were more influential and general in nature as opposed to specific events. One of these was the lack of communication which existed between officials at the state department and persons in charge of OG at the district and local levels. As has been mentioned before it was not clear throughout the involvement of site D with OG what role if any the state department saw themselves playing. It was reported by the field associate that this lack of overt interest by the state department seemed to have the effect of causing some of the administrators and members of the Steering Committee to wonder about the importance of the project. The sixth circumstantial factor was the general lack of interest on the part of the faculty and staff to be involved in any activity which was beyond their normal departmental or classroom responsibility.

In addition to these rather obvious barriers to implementation at least two other conditions were somewhat borderline in their influence on the implementation of OG. The first of these was the fact that there was a competing innovation being implemented in the district. It is interesting to note that this other similar systems approach to identifying and delivering guidance services was being implemented in or near two of the other sites--sites E and F. During the first stages of implementing OG at site D, it did not appear that there was any plan by the district to set the two systems into competition with each other. However, later during the implementation of both systems the director of student services began to see possible advantages in trying to integrate the outcomes of both systems in order to come up with a set of district goals for career guidance and guidance in general. This necessitated the field associate going to a few meetings to learn more about what was being done with this other system. The field associate reported that no major accomplishments were really made in the direction of integrating the outcomes of the two projects. In fact it was decided that the data from the other system was inconclusive and there was need for a validation of the initial data. Therefore, a new sample of students was selected which included students at the site D school. This meant that some students at the site D school were probably involved in two major surveys concerning their perceptions of the need for guidance.

The other factor which was questionable as to its negative or positive influence was the general organizational characteristics and management style of the principal at the site D school. As has been explained in more detail previously (see the site description section on pages 68-70) the basic organizational characteristics of the school were: (1) minimal centralization of decision-making, (2) low level of standardization, (3) high degree of supervision, (4) fairly high level of complexity, and (5) minimal level of homogeneity in the faculty and staff. This set of conditions seemed to be quite consistent with the general impression that one got after talking with a number of members of the faculty--that in most cases teachers knew that they would be held accountable but that they were allowed a considerable amount of freedom to choose their own methods and content. After talking with one of the department chairmen, he concurred with this statement, he remarked that the acceptance of OG would be influenced by the fact that (1) the school D had a tradition of being highly selective in the number and type of innovations it accepted; (2) the curriculum was quite traditional and departmentalized; (3) the building was quite traditional in structural facilities; and (4) all of the classrooms were presently in use.

Since the school circumstances seemed to have given rise to a rather independent set of teachers the management style of the principal and other administrators was firm but cautious in its attempt to cause any type of change. The vice principal reported "if OG is going to succeed it must be because all available resources are used not because of a select few or intervention by the administration."

The facilitative events and circumstances seemed to far outweigh those barriers or abivalent conditions. For one thing the state and district had a very salient and forceful emphasis on the need for implementing notions of career education. This carried down to the vice principal in charge of curriculum at the school who stated that eventually there would be elements of career education in all of the curriculum at the school D. Another facilitating influence was that there was apparently a fairly good relationship or at least open communication between the community and the school. This was illustrated by the interest exhibited by the local service clubs and the local school committee in what OG was and what its accomplishments were at the school. A representative of the district administration indicated that in general the community was becoming much more interested in how the schools were using their tax dollars and this had increased the need for programs which had built-in accountability such as OG. Another factor which was mentioned both by district representatives and some faculty was that the role of the counselor was being seriously questioned. This had made the counselors a little uneasy and even frightened about what their role is in the school. This condition seemed to give more legitimacy to the need for going through the type of evaluation OG provides. Another final and probably one of the most facilitative influences was the very open and supportive communication which always occurred between the field associate, the school administration, and the primary district person in charge of the project--the director of student services.

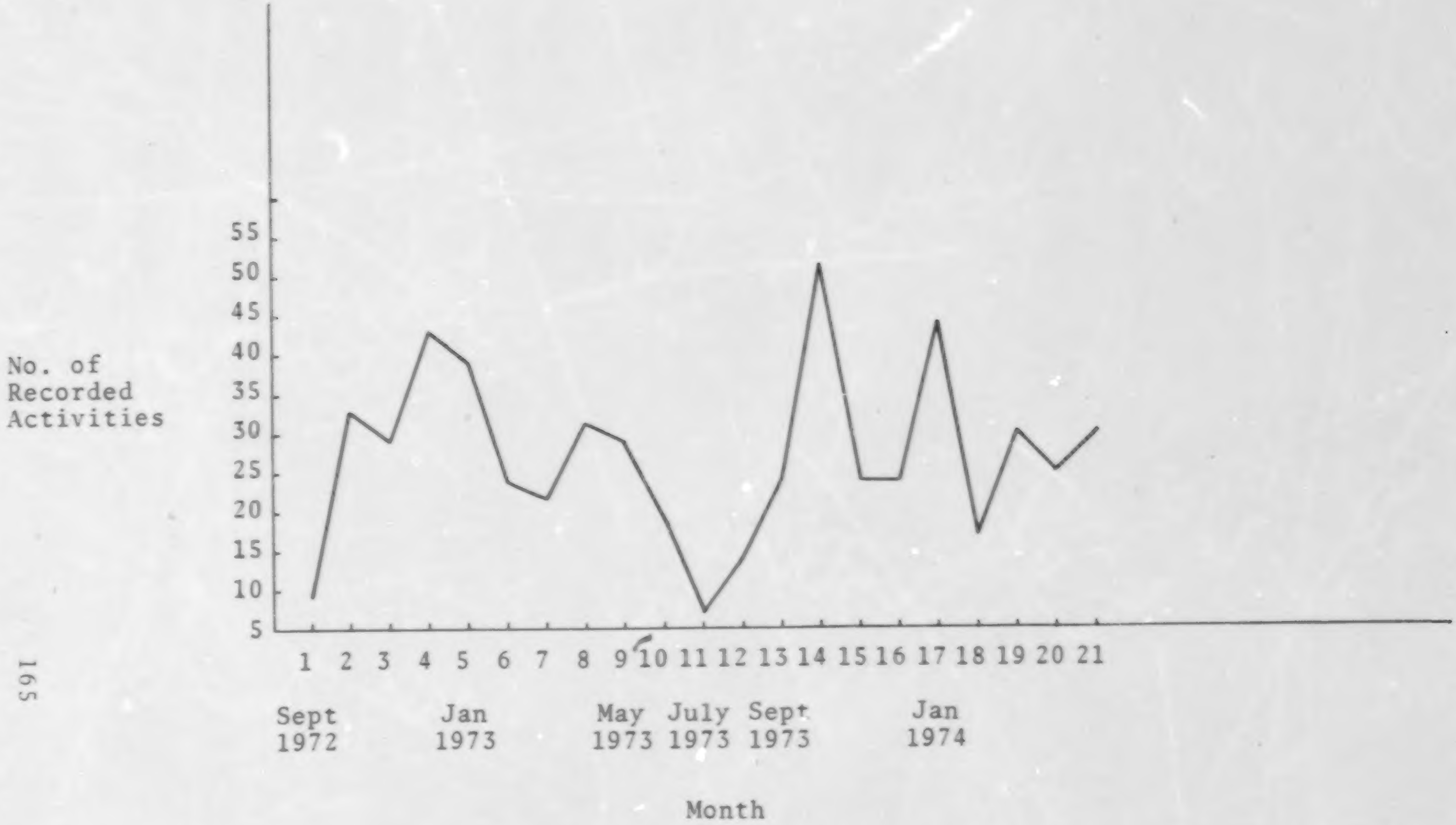
Site E Implementation Overview. Figure 9 provides a graphic illustration of the activity which occurred during the implementation of site E. The initiation period ended and the implementation began in October 1972 at school E. Beside the vote of the faculty and staff it was reported that, "It seemed to be the turning point for the administrators to realize that this (OG) is their project and its success will depend on their group efforts."

At the outset of the implementation phase, during the first three months, the superintendent and field associate put on an extensive campaign to create awareness of the fact that the school was participating in a national research and development effort. For example, each month for that first three months there was an article in the school newspaper about OG. During this same time period two articles with pictures appeared in the community newspaper. In addition preparations were made for brief informative segments to be presented on local television. The field associate also took the occasion of a school open house to set up a booth in the gymnasium to provide information about OG.

It was obvious through the documented record that the superintendent had primary control over the activities. He selected nominees for chairmen of the Steering Committee and Data Collection

FIGURE 9

Activity Pulse Chart - Site E



Task Force, as well as nominees for the Advisory Council. However, once he had made these nominations he allowed the recommended voting procedures to occur. This illustrates the point that the superintendent made in a later interview. He indicated that the complexity of OG demanded that there be a considerable amount of "administrative manipulation" in order to get it going and keep it running.

Since the field associate was not previously a member of the school staff she spent much of her time during the first three months getting to know the school and its faculty and staff. This was complicated by the fact that her office was located approximately three miles off campus. She was located in the same office as the area coordinator of occupational education. After the field associate was chosen, a member of the administrative council, she reported that she was better received by the faculty and staff. Being in the administrative council allowed her to be much closer to the formal decision-makers and understand their feelings about the project. In this respect some concern was expressed by the vice principal in a December meeting of the administrative council. He stated that there were, "outsiders to all the activities, too much secrecy involved with the project and too little information given others." This is an interesting comment when taken in the light of the extensive effort to provide information about the project.

It will be shown that throughout the implementation phase this particular vice principal raised numerous questions about the conduct of the project as well as the content of the project. It is not clear as to how much total effect his questioning had but it is apparent that it did cause concern.

The only other event which may have had an indirect affect on the starting of the OG implementation was the seemingly unsuccessful implementation of the teacher evaluation system which was mentioned in the initiation phase. It was reported that there seemed to be no emphasis from the superintendent or principal to enforce its use. The point should be made that this system was the special project of the previously mentioned vice principal.[a]

At the very beginning of the implementation it became apparent that OG was a potential threat to the counselors. The field associate reported that "(the head of the counseling department) seems extremely threatened by this project, its implications to her department and the outcomes which might change the department's future. Her negativism is increasing; there must be some way of reinforcing her in order to get more cooperation."

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[a] During the school year 1973-74 a second vice principal position was established.

During the next few months (January, February, and March 1973) the progress on OG seemed to coast along at a medium pace. In the state monitoring report in January it was pointed out that OG: (1) was well organized; (2) communication with the CVE and the state department was assisting implementation; (3) the cooperation from the school administration was good; and (4) the fact that OG was compact and dealt with a specialized area of concern targeted toward defining goals and outcomes assisted its implementation. The only weakness mentioned was that there was a possible communication gap between the school and community. Although the advisory council had met once in December it had not been an altogether beneficial meeting. It was reported through general documentation that the state representative had dominated a considerable amount of that meeting and this seemed to have irritated several of the community members even to the point of one of them telling the state representative that he was not making any sense.

During this second three month period of time the principal had sensed that the counselors felt a little threatened and attempted to reconcile that problem by giving them some public praise. The state representative also felt compelled to talk with the counselors about their critical role in OG and the process of education. This latter event illustrates the depth of the involvement of the state in OG at school E.

Since activity on OG seemed to have progressed smoothly during this second three month period, the principal assigned the field associate some extra duties such as lunch room supervision, and assisting in eye examinations of a group of students.

Toward the end of the first year of OG at school E the superintendent and field associate felt that some type of activity needed to take place over the summer so as to maintain enthusiasm as well as gain a better understanding of what they would be doing next year. In addition money had been provided by the state to conduct a summer workshop on guidance. Much of the field associate's time for the last three months (April, May, and June) were taken up with planning for that summer workshop and working on the next year's proposal for the state department. To add to this detraction from progress on the task work of OG the field associate found that she had to entirely recalculate the work of the Data Analysis Task Force because of errors and combined statistics gained from the make-up surveys.

During the latter part of May and through June, representatives from school E had a considerable amount of contact with members of the development staff of OG on three occasions. The first in this series was when the Steering Committee chairwomen and the field associate came to CVE to discuss the proposed summer workshop. The second was the field associate's visit to CVE approximately two weeks later for an in-service training session in which all the field associates took part. The third and probably most significant contact was the summer workshop in which several members of the faculty and staff, students, and two CVE representatives discussed various aspects of OG and began planning for the following year.

The summer workshop was later reported to be the most significant event of the entire two year period OG was being implemented at school E. The significance of the event was partially a result of the fact that it had both a major positive effect as well as a major negative effect. An example of the positive effect was that many of those involved got a much clearer understanding of what OG was all about. There were reports that there was a lot of enthusiasm concerning OG and its potential for causing some very significant positive outcomes for the school and students. On the other hand, once the new school year began it was reported that the workshop seemed to be the point at which OG began to have a considerable amount of difficulty at school E. An example of this was that during the workshop the vice principal raised some questions about the reliability and validity of the instrumentation in OG. He felt that his concerns were not dealt with seriously and as a result he brought up this point about the reliabiability and validity of the instrumentation on several occasions throughout the year and used it at times to discredit the entire effort. Another somewhat negative effect of the summer workshop came later when it was time to formulate the Behavioral Objectives Task Force. One of the members indicated that he felt somewhat inadequate, especially since he did not attend the summer workshop in which they discussed much of that task force's work. Two members of the Steering Committee were not at the summer workshop which put them somewhat out of synchronization with the thinking of the other members. Another effect of the summer workshop which could be interpreted as having both a positive and negative effect on OG was the fact that the principal began to implement some of the ideas which were suggested at the workshop. This was good but it was also reported that he emphatically stated that these alterations in previous practice had nothing whatsoever to do with OG.

During the first four months of the 1973-74 school year there was a considerable amount of activity associated with OG. In addition to her regular duties of monitoring the OG project the field associate was put in charge of a dropout study the school was conducting. At the same time she maintained her contact with the other state career education projects by attending meetings of the project directors, and was put in charge of planning and conducting a Career Day. This latter activity was designed to bring together students and employers who represented various potential careers. These things detracted the field associate's attention from the activities of OG.

One month later the steering committee chairwoman from the first year and who started the second year, was changed to the position of a vice principal, and the science teacher who had been involved in the beard incident became the new Steering Committee chairman.

During this period of transition of chairpersons the Steering Committee went through the process of looking at the Data Interpretation Task Force's (DITF) work and prioritizing the goals. It was the decision of the Steering Committee to reject the major emphasis of the data and prioritize the goals on the basis of what they as a committee felt were important for the school and students and not be restricted by the data. As a result, their priority listing was somewhat different than that which the DITF recommended based on the data. Once this was done the goals had to be approved by the advisory council and the principal before work could begin on the development of behavioral objectives. Both the superintendent and the advisory council approved the goal priorities, but the principal delayed his opinion. Not until December did the principal finally decide to approve the goal priorities. After a length of time the field associate was concerned because the work on OG was at a standstill. So she sent a memo to the principal requesting that he make a judgment about the goals so that they could either begin on the behavioral objectives or take the goals back to the Steering Committee with the principal's recommendations. The principal wrote a note back to the field associate stating that since the Steering Committee, advisory council, and others had approved the goal priority he would also approve.

During this same time period from September through November the counseling department was again becoming concerned about their role. The head of the counseling department contacted the field associate to meet with the counseling department to help them develop a plan to reassess their position relative to the kind of things OG was talking about. The counselors indicated that they wanted to propose some plan to the administration before they were told to change. Although they met with the field associate on a couple of occasions they never did develop a plan nor present suggestions to the administration.

After the Christmas and New Year holidays it was reported that there was a lag in OG activity. The Behavioral Objectives Task Force (BOTF) was having difficulty establishing a time to meet, the superintendent expressed to the field associate that he had lost touch with OG activities, and the state representative was very apprehensive about the work that was being accomplished on OG.

In order to get activity started again the field associate sent a note to the BOTF chairperson indicating that they needed to get the behavioral objectives written before the state quarterly monitoring report was due. The BOTF chairperson likewise sent a note to the members of the task force setting a date for the meeting and stating at the bottom of the note "Due to the upcoming state monitoring report we cannot procrastinate any longer."

The first vice principal was on the BOTF and in the first meeting he again attacked the validity and reliability of the whole program. He argued with the decisions made by the Steering Committee and indicated displeasure with the field associate's behavior. It was his feeling that the field associate should have been more of an advocate of the program than he perceived she was. In the second meetint of the BOTF the Steering Committee chairman attended and the vice principal was less argumentative.

Once the behavioral objectives were developed the superintendent wanted the administration to approve of them before beginning implementation through the development of Career Development Units. The administrative staff hesitated to approve the behavioral objectives. The superintendent wanted the field associate to find out exactly why and report to him, but the field associate refused.

This inaction on the part of the administration was coupled by others expressing disenchantment with OG because of its complexity and the lack of visible outcomes. The new vice principal who you will remember was the first Steering Committee chairman expressed the fact that OG was a good idea but that it would take ten years to implement.

Because of the delay in activity and a certain amount of disagreement concerning the behavioral objectives as well as the fact that it was very close to the end of the school year (April) the superintendent, principal, and Steering Committee chairman decided not to implement any of the behavioral objectives during the 1973-74 school year. Since this was a deviation from the contract the Steering Committee chairman wrote the OG program director at CVE indicating their decision. The OG program director wrote back indicating that he understood their problem, but would like to have them at least propose two CDU's even if they did not implement them. The school did comply with this request.

From January through the middle of May there was another underlying influence. During this time the field associate, superintendent, state representative, and the Division of Career Education in the state department were negotiating the fate of the OG program in the total schema of state funded career education projects. At the same time the state department was interested in being a field test site for the field test stage of OG which would take place during the 1974-75 and 1975-76 school years. Plans were made by the state department to expand OG even if the state was not selected as a field test site. As it happened they were selected and notified of that fact in May.

To culminate the implementation phase at site E the superintendent took a recommendation to the local board of education that they support the implementation of at least five of the behavioral objectives next year--they did. It was reported that this act of the board caused some of the Steering Committee members who had mentioned quitting to reconsider.

The final activity related to OG of any significance was a dinner held in honor of all those who were directly involved with the work on OG. A curious point that came out at this meeting, which was not directly evident throughout the year, was that the Mexican-American individuals who were invited to the dinner meeting did not attend. It was reported that the mayor of the community had been very concerned about the lack of representation of Mexican-Americans in decision-making responsibilities associated with the school in general. He had for the past year been visiting the campus periodically and observing. It is not clear what, if any, specific grievances he or other Mexican-Americans had with OG, but it was obvious that they had in fact boycotted the dinner. Although this was probably not directly related to OG it was evident that there were some general relational concerns between the Mexican-American minorities and the school in general.

Site E Degree of Implementation. The result of approximately nineteen and one half months the personnel at school E did not in any measure reflect the considerable amount of time and effort which was put into the implementation effort. Table 8 summarizes the degree of implementation which occurred at school E. No Career Development Units (CDU's) were developed nor implemented. However, three CDU's were proposed and there was a fairly strong indication that these would be further developed and implemented the following year. Because there were no formal outcomes in terms of CDU's, no students were served directly as a result of OG. However, it can be said that there were some changes in behavior on the part of some of the faculty and staff. One member of a task force indicated that he felt the administration was taking many of the suggestions brought out through the process of OG and implementing them as their ideas. Another teacher stated to the field associate that, "All of my students in ninth and tenth grades have met with their counselor at least once and this has not happened before in the ten years I have been at school E."

It can also be said that at least the superintendent felt it a worthwhile venture. He stated in an interview toward the latter stages of the implementation phase that he understood that OG could not guarantee any specific outcomes but that he feels it had been worthwhile if it had done nothing else but make the counselors ask some questions about their own role. The evidence substantiates the fact that the counselors did seriously consider and reconsider their role as a result of OG being at their school.

Overall the implementation that did occur at school E was not very extensive. In fact it could be considered very tenuous. During the implementation phase, the faculty and staff required a considerable amount of intervention from both the field associate and CVE staff in order to stimulate and maintain activity. Even at that the resultant work from the task forces was rated as only reasonable by the development staff.

Site E Influence of the Characteristics of the Innovation. As in the discussions of the other sites the characteristics of the innovation will be discussed in terms of the three categories of attitudinal response: (1) appropriateness; (2) technical adequacy; (3) personal relevance; and the three categories of expectations: (1) better guidance; (2) new roles and relationships; and (3) more efficient use of resources.

The *appropriateness* of OG for the students, and faculty and staff for site E was considered a more positive than an undecided position during the implementation phase. Table 9 shows the Index of Response for this variable during the last year of implementation (IR=.65, .67 and .66). During implementation the state department saw OG as focusing on a specific area of concern with well defined goals and outcomes. Early in the implementation the Steering Committee expressed enthusiasm with the type of involvement which the system allowed students. The fact that the system did not have any predetermined outcomes was another factor that increased its appropriateness especailly for the administrators. The only negative response to appropriateness seemed to be that some members of the faculty and staff felt that they were doing a fairly good job already and did not need this type of system or conversely, the counselors were not doing all they could do but they still did not need a system to tell them that or show them what to do.

The response to the *technical adequacy* of OG to meet the expectations it established was mixed (IR=.49, .52 and .47). On the one hand some saw OG as a well organized systematic way of facilitating decision-making in this area of providing career guidance. Others challenged the validity and reliability of the instrumentation and program in general, and/or claimed that there was too much process planning with no visible results in terms of benefits for students. One administrator stated during the latter stages of the implementation phase that OG was a good idea but that it would take ten years to implement. Another indicator of the feelings of the Steering Committee concerning the technical adequacy of OG was that at the point of prioritizing the goals they rejected the recommendation of the Data Interpretation Task Force and decided to prioritize the goals on the basis of their own perceptions. Another indicator of reactions concerning the technical adequacy of OG were those of one of the Steering Committee members that stated that the system was just too complex and time consuming to be of much value. In general the documentation seemed to show that people either did not take the time to read the procedural guides or if they did read them they needed someone to translate the process in some meaningful way. In most cases the audiovisual presentations were of no assistance in this respect.

The *personal relevance* of OG to individual faculty and staff members varied considerably. As expressed in the section discussing appropriateness there was a general feeling that the goals and purpose of OG were relevant for the school. At the same time it was not apparent through the documentation that this translated into a feeling that OG was of personal relevance to the individual professional. This position is reflected in the more or less nominal response to the category of personal relevance on the OGPS (IR=.57, .59 and .56). One of the reasons for the lack of personal relevance was that the ultimate goals and objectives were not clear to those who participated. Also in talking with some of the teachers it seemed that they had difficulty understanding the terms career and guidance as it related to their area of specialty. For example it made sense to a humanities teacher when OG was discussed in terms of a system which would assist students in making decisions about what they wanted to do with their lives, but it did not make sense to talk about their *careers* nor did the foreign language teacher perceive herself as having a specific *guidance* role in this respect. Another humanities teacher did see a guidance aspect of his role since many times he had students who were taking his class simply to fulfill an elective requirement. Although this teacher could see the need for guidance he could not identify with the term career and was having difficulty seeing how OG might match his interests and concerns as a professional.

The expectation that OG would result in *better guidance* for the students at the school was somewhat above an undecided position (IR=.64, .64 and .59). Again, although the goals and purposes of OG would lead one to believe it would result in a better program of guidance many of the faculty and staff were reserving their opinion on this expectation until they could see some tangible results of the effort. Since these results were not forthcoming during the time period of this study many still held an uncommitted opinion. It seemed that some definitely did see the potential of OG for reallocating resources to identified needs and had the hope that this in fact would happen. This especially seemed to be the case for representatives of the state department and the superintendent at site E. The superintendent viewed OG as an evaluation tool similar to North Central except that it "zeros in on more specific content areas." In this sense his minimal expectation was that OG be a tool for raising some issues in the counseling staff which they had not previously considered. The state department viewed OG as a systems approach which would provide a viable means of "breaking through the content and structure of the existing curriculum to implement elements of career education."

The response to the question as to whether OG would result in new roles and relationships was undecided even a little on the disagree side (IR=.51, .48 and .50). The general impression was that even if they went through all of this process and came up with some program recommendations these recommendations would be implemented as a separate part of the curriculum or the counseling department's responsibility. Most of the faculty and staff did not see themselves having to change any of their professional behavior as a result of implementing OG.

Although one of the primary arguments in support of the systems approach was that it results in more efficient use of resources this was not a high expectation for OG (IR=.50, .57 and .54) at school E. However those who tended to promote its adoption did stress the fact that the systems approach allowed the school to better define its needs and allocate time and resources specifically to those problems. On the other side of this issue it was the opinion of many of the faculty and staff who were involved that too much time and effort was expended with very little to show for it. The field associate reported midway through the second year of implementation that all they had to show for their efforts was about six pages of goals and behavioral objectives. This kind of output for the amount of resources expended was not consistent with their understanding of an efficient use of resources. It should be said though that there were some that did believe that extensive and careful planning would logically lead to a better use of existing as well as subsequent resources.

Site E Influence of the Interaction Between Advocates and Consumers. Overall the strategy for the implementation phase of OG at site E was planned and carried out by both the superintendent and the field associate. Sometimes they worked in concert and at other times they carried out actions on their own. It was evident after only a week or so into the implementation that the superintendent was the primary decision-maker and initiator of action. Because of this and the fact that the field associate had not previously been a part of the school faculty and staff there was a period of time even after initiation when either the principal or superintendent controlled the actions of the field associate. Therefore the field associate quickly became conditioned to the protocol of checking with the superintendent on most of her activities. This was not necessarily a debilitating process but one which was desired and expected by the superintendent.

Informative tactics were used extensively especially during the four months of implementation. Some examples of informative tactics which were employed were; news releases in the local newspaper and school newspaper, brochures, an information booth at a school open house, a brief television news item, a videotape presentation of some of the OG activity placed in the library for general viewing, and the audiovisual presentations which were an integral part of the OG package. In addition to these informative tactics a newsletter was sent to the faculty and staff periodically informing them of the progress of OG. The school announcement time was also used for this same purpose. Generally this information did not penetrate very deeply and was too general to be of much assistance in facilitating the process of implementation. However, the attempt was made to make people aware of the existance of OG at the school and this seemingly was accomplished.

Persuasive tactics mixed with informative tactics with at times a little coercion or pressure applied seemed to be the tactics most often employed to gain involvement or deal with acceptance on the part of the faculty and staff. The field associate worked very hard at building relationships between herself and the faculty and staff. She did this by visiting them, listening to their opinions, and making sure that they received recognition for the time and effort they spent on OG. The summer workshop was probably the most comprehensive effort to involve, inform, and persuade those who attended that OG had something to really offer the school and them as professionals. This was minimally successful possibly because the people who attended had already built up a fairly strong opinion about OG at that point. Another rather interesting persuasive tactic which was used was the setting up of a chart in the principal's office showing the percentage of students each of the first period teachers had, who had returned their parent consent form to participate in a student survey. This tactic appealed to an individual's sense of competition as well as having some coercive overtones. It was somewhat successful in speeding up the returns. Probably the strongest persuasive tactic used at site E was an appeal to the sense of professional duty. For example people were asked to be involved in OG on the basis that it was a school project designed to help do a better job of guiding the school's students and therefore it was implied that it was the teacher's professional responsibility to participate to some extent. Another illustrative example of a persuasive tactic was when the principal saw that the counselors were becoming threatened by OG he took time to limelight the importance of the counselors and their role in the total process of the school. It seemed that by this he was attempting to demonstrate his support of them while at the same time impress upon them that they needed to expand their interaction with the other aspects of the school. In general these persuasive tactics were successful in gaining initial involvement or building an initial relationship between the field associate, the administration, the faculty, and the innovation itself. These persuasive tactics were not long lasting in their attempt to gain acceptance nor understanding of the project.

The superintendent stated at the outset of the implementation phase that the product was very complex and would require from his perspective a considerable amount of "administrative manipulation." Evidenced by his actions it seemed as though what he meant was that he or some of the other administrators would need to directly or indirectly select key people for leadership roles in the various tasks of the process. In addition it would be incumbent upon the administrative staff to insure that the faculty and staff would in fact participate and carry out assigned duties. The superintendent carried out this latter action by sending personal letters to nominees requesting their participation in the stated committee or task force. In addition he requested that the field associate keep him informed as to who was or was not involved and in general how the program was progressing throughout its duration. This form of mild coersion was effective for maintaining involvement. Several teachers stated that unless the superintendent requested that they participate they really would not have felt they had the time nor interest.

Another influence which at times was somewhat coercive was the extensive monitoring by the state department. It has been stated before that the state representative saw OG as a means for salvaging the counseling and guidance function in the school and making it more responsive to the needs of students. Because of this intense identification with OG the state representative on several occasions felt compelled to intervene and state his opinion to school personnel. In one instance it was reported that the state representative gave a lengthy speech at a meeting of the advisory committee which resulted in one of the members actually interrupting the state representative to tell him that he was not making any sense. In another instance the state representative was discouraged because of the slowness of progress of OG and especially the perception he had of the noncommittal attitude of the counselors. As a result he took it upon himself to tell the counselors that if they did not begin to change the way they operated the counseling and guidance department they might not last very long in that role. Another example of the influence of the state involvement was during the time right after Christmas vacation of the second year of implementation when the field associate was having difficulty getting the BOTF to meet and continue their work. As a last resort tactic she sent a note to the chairperson of the task force indicating to her that there was a state monitoring report coming up and that it would be desirable if we had the behavioral objectives finished at that time. The chairwoman subsequently sent a memo to the members of the BOTF setting a meeting date and noting that "Due to the upcoming state monitoring report we cannot procrastinate any longer." The tactic got results.

Another aspect of the influence the state department had was that OG was one part of a larger plan to implement notions of career education into the schools of the state. Because of this objective the state department kept a fairly close check on the general progress of OG. In addition the project received statewide attention through the general plan of creating awareness and interest in the goals of career education. The field associate and superintendent of site E were very aware of this attention and realized that it meant that they had to deliver on what was promised. Because of this attention persons from other districts and universities in the state visited the campus to observe what OG was all about. In general it was reported that these people were very impressed with what they saw and heard about OG.

One thing that probably helped more than anything else in resolving some of the problems during the implementation phase was that there was in general an open channel of communication between the field associate and the state department, the CVE, and the superintendent. The field associate used these channels of communication to search for information, and resolve or compromise problems on numerous occasions.

As a final aspect of the discussion concerning the interaction between the advocates and the consumers it is interesting to point out some of the tactics used by those who were primarily consumers to counter the attempts made to obtain their involvement or increase their productivity. It is not safe to say that these actions were calculated nor even consciously applied. What can be said is that they did occur and did have an effect on the advocates and/or the progress of implementation. Several times it was reported that individuals declined responsibility for directing a task force because of the time it would take. At times it seemed as though committees were almost purposely delaying their responsibility to make a decision so as to debilitate the process. In one instance in particular the field associate was told indirectly that all the acceptance of OG she was seeing was really a "put-on." In other words some individuals were presenting a facade of acceptance. Some other methods used to counter the acceptance of OG were to attack the validity and reliability of parts or all of the innovation or to discredit the skill and ability of the developers and/or the advocates. Another interesting counter tactic which was recorded at site E was the introduction, for consideration, of a competing innovation. The innovation was also a package of materials dealing with the role of the counselor. The tactic of boycotting a formal meeting of the OG project was also recorded at site E. In addition to the above tactics it also seemed that at times some individuals were stating that they lacked understanding of the project as a means of not becoming involved.

Site E Influence of Contextual or Circumstantial Factors. Several situational factors played a role during the implementation phase of OG at site E. As has been stated before it is difficult to place any particular degree of relative influence on any one of the factors, but that it is obvious through the documentation that they did have an affect on not only the process but in some cases also the outcome.

One factor was the fact that at the time of the initiation and beginning stages of the implementation of OG the school was in the process of implementing another innovation. You will recall that this innovation was focused on the process of teacher evaluation. Shortly after a workshop designed to train the teachers about the purpose of the evaluation system it was reported that nothing was being done to further implement the program and that it appeared that the teachers "had shelved" the innovation. It was later reported that it seemed that the teachers were trying to do the same thing with OG that they had accomplished with the teacher evaluation system.

The position and activities of the field associate had a major effect on the implementation process. The fact that the field associate was perceived as not a member of the faculty and staff continually caused her difficulty. In addition the fact that she had to serve the interests of CVE, the state, and the local school many times put her in serious role conflict. Especially since the demands of each of these agencies were very salient in her case. She had to spend much of her time responding to their demands. To complicate all this some individuals at times felt that all of her activity was self-serving and not in the interest of the school.

The organizational characteristics seemed to play an indirect role during the implementation phase. The high centralization of decision-making and high degree of supervision was consistent with the direct and authoritative manner in which most of the major decisions about the conduct of OG were made and enforced. The fact that the school had a medium amount of complexity and standardization allowed for quicker and less restricted decisions to be made concerning the conduct of the program. To add to this school personnel seemed to be rather homogeneous in their opinion about various aspects of OG. It seemed that at times they were all for one aspect and at another time they were all against another aspect.

The conservative norms of behavior which permeated the school also influenced some actions related to OG. For example the fact that male faculty members were not allowed to wear beards not only affected the second Steering Committee chairman's actions but CVE representatives who wore beards were also viewed with considerable suspicion. Another example of a conservative approach was the fact that not until the latter part of the second year of implementation were CVE representatives allowed to interview students.

Normal school operations in several instances inhibited progress on the tasks of OG. Simply the lack of time available for committees to meet was one factor in this respect. Another element of this was that vacations interrupted the flow of activity and it was difficult to get started again. Other activities in the school calendar many times took precedent over those of OG.

Another circumstantial factor related to the change of role responsibilities for key personnel. In the case of school E one of the critical factors in this respect was reported to be the change of the Steering Committee chairperson midway through the implementation and at a critical decision-making point in the career of the Steering Committee--that of goal prioritizing. Another tragic event in this respect was the death of the chairwoman of the counseling department.

The role of the community at site E was not entirely clear. At the beginning it was mentioned that there might be some influence brought to bear by the Mexican-American segment of the community. However, throughout the implementation no incidents were reported which associated OG with the concerns of this minority group. In the end though the Mexican-Americans who were a part of OG chose to boycott the last formal event related to OG. As stated previously it was not apparent what, if any, grievances they had with OG specifically. What was apparent in further exploration was that the Mexican-American population of the community spearheaded by the mayor did have some grievances with the conduct of the school and that this was having an indirect bearing on many of the activities of the school.

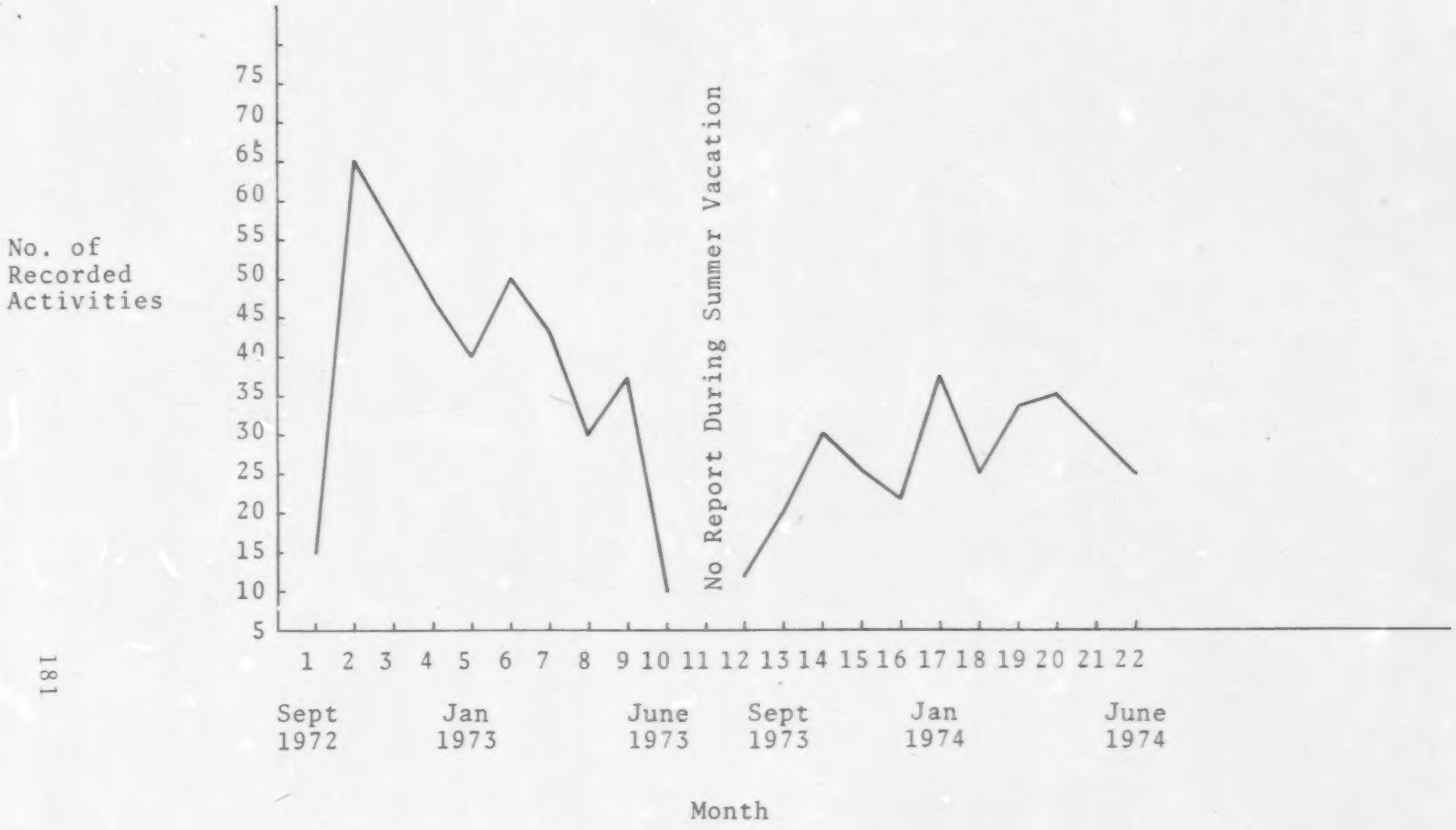
The final and probably most pervasive contextual influence at site E was the extensive commitment of the state department and school to the implementation of vocational and technical education, and career education related programs. The state's interest has been stated throughout this discussion. The school's and state's interest is exemplified in the fact that during the 1973-74 school year it was reported that the school had acquired approximately $108,000 in state and federal funds for the implementation or continuance of vocational related programs. In addition the state and school E personnel were involved in numerous efforts other than OG to implement elements of career education into school programs.

Site F Implementation Overview. Figure 10 provides a graphic display of the amount of activity which occurred concerning OG at site F. The implementation of OG began after the faculty vote on October 11, 1972. The general climate could be characterized as confusion. The teachers were unable to translate the A/V presentation into tangible role requirements; the students approved to accept the innovation because it had been previously legitimized by the principal; and the principal felt that the presentation was not professionally adequate. In general the teaching personnel responded negatively to the A/V presentation, the CVE representatives, and the field associate. The teachers desired additional information about the innovation, but the CVE representatives were unable to clear the ambiguities surrounding the procedural model. Furthermore, prior to the voting, the teachers were told by the principal that "we had better have a 70 percent vote." Basically, the teachers were disenchanted because they were forced to vote without receiving sufficient information for making intelligent decisions. The teachers also commented that the CVE representatives were "poorly prepared."

The teachers also reacted negatively to the field associate. If you recall, the field associate was: (1) new to the school; (2) hired by the local district's director of guidance and counseling; and (3) seen by the staff as an intruder or outsider. She was viewed as being part of the CVE staff. Her responsibilities were not clearly delineated to the teachers, nor the students. The teachers also inquired as to why a member of their teaching staff was not selected for the field associate position. Especially, with regard to the fact that two counselors from the school had previously expressed interest in the position. The teachers argued that the "hiring was not done fair" and this was one of the reasons "why the staff was against the project." An

FIGURE 10

Activity Pulse Chart - Site F



eleventh grade counselor had previously shown some CVE representatives around the school in the spring of 1972, but she was not hired. The head counselor wanted the job, but he was not hired.

The teachers' initial reaction to the innovation was generally negative. The opinion leaders (designated by the principal) were adamant because something new was being added to the school when teachers were behind in their work. Another teacher remarked that "it sounds like someone's doctoral dissertation." Two counselors emphasized the excessive amount of time which would be required to complete the tasks. Several of the teachers wanted to know about immediate results and test data from the other sites.

The principal's reactions to the A/V presentation and the small group discussions are also worth noting. Some background facts help put his reaction into perspective. The principal was basically a strong bureaucrat. He had a very strict authoritarian leadership style. He had been principal at school F for two years. After the A/V presentation the principal stated that the quality of the work was not appropriate. He also became antagonistic because one of the CVE representatives told a senior student that the project would not benefit the student. The principal stated that the CVE representative should have known better than to tell a student that the project would not benefit him. The principal offered that the developers were only interested in collecting data. One of the CVE representatives told the principal to stay out of the project and watch "how the system works and how using the right procedures and attitudes can help the principal learn more about his school." The principal became irate. He countered by telling the field associate that "he did not want (that CVE representative) on his campus again. . . ."

After that incident the principal took a more dogmatic stance with the field associate. The principal remarked that the project would not be a success unless he intervened. The principal argued that the teachers would resist working towards implementing the guidance model because the field associate had a separate office, secretary and she was not directly responsible to the administrative division at the school.

During the months following the faculty/staff vote in October, the growing rift between the field associate and the principal was becoming even more apparent. The principal decided to deviate from the procedural guide; especially, when it called for nominations and faculty voting. He selected the chairman of the Steering Committee and the members of the Steering Committee. The members were not informed of their appointments until December of 1972. There were reasons to suggest that during this period the principal was deciding which teachers would act as facilitators, and to determine who would lead the others. The field associate resented the principal's unilateral tactics. A special meeting was called between the local area administrative officers and the principal and field associate.

The meeting ended with the superintendent of the local area informing the field associate that her responsibilities should be with the principal and not the developers from CVE. It was further stipulated that the field associate was to forward all information about the project to the principal. The superintendent emphasized that the "project was the principal's."

During the months from October to January of 1972 there was very little activity. Most of the activities were managerial in nature; such as, determining meeting dates for the Steering Committee, selection of task force members, and administering the faculty/staff survey. The teachers who became involved in the project for the first several months from January of 1973 to March of 1973 were unable to clearly understand the functions of the innovation their own role requirements in the project. One teacher remarked, "it seems like a lot of repetition to me . . . I think it is one thing when you are looking at all of those forms, but another when you actually get down to the actual doing things." The first year can be summarized in a phrase provided by one of the participants; who said, "we'd better get started or we won't finish." Other teachers expressed opinions that OG was easy to understand after you participated.

The school year 1972-73 was completed with the following activities accomplished: (1) establishment of a Steering Committee; (2) establishment of an advisory committee; (3) establishment of the DCTF and the DATF; (4) and several school and community surveys administered. The following school year 1973-74 much of the confusion had subsided; nevertheless, many of the teachers still did not understand OG.

By the winter of 1973 it was becoming apparent that the staff was not too anxious about working on the project. The field associate reflected in one of her weekly logs that the "teachers working with DITF seem to be over anxious to turn in their procedural guides and other OG materials." This caused wonder as to whether such action would be carried into the entire faculty and cause difficulty in nominating and encourage other task forces of work groups for the future.

The school finally settled down to implement two CDU's prior to school closing in 1974. Indications suggest that the school will continue to use parts of OG, but under another name.

Site F Degree of Implementation. Table 8 provides a summary of the degree to which OG was implemented at school F. This section is divided into four basic parts: (1) quantity of CDU's developed and students served; (2) time to complete each phase; (3) amount of technical assistance provided to the school by the CVE staff; and (4) developers judgment as to the quality of work completed at the school--including data gathering, processing, goal setting, CDU's developed, and quality of task force work.

With respect to the number of CDU's school F developed and implemented two. The first CDU was geared toward helping students to acquire part-time jobs. The students performed such activities as filling out personal data sheets (vitas), job application forms, and writing letters of application to prospective employers. The second CDU focused on providing students with information on the sources of assistance in the school, district, and city for acquiring a potential employment opportunity. The actual number of students served by both CDU's, however, were only eighty, sixty-five students in the first CDU and fifteen students in the second.

The time to complete the tasks began after the faculty vote in October of 1972. The amount of time it took for school F to complete the total operations called for within the procedural model was nineteen months. There was a considerable length of time spent of module I and II. Module II took about thirteen months to complete. The remaining modules were completed within a five to six month period.

The general pattern of technical assistance tended to reflect the length of time to complete each phase. During modules I and II the developers were extensively involved in the project. But as the project got under way there was less and less involvement by the developers in everyday operations. The long inactivity period from October to January required the developers to keep closer vigilance over the project. However, most of the work was completed--with two CDU's as outputs of the nineteen months involvement.

The overall judgment by the developers of the quality of the task force work was good. They rated the data task forces as reasonable. The behavioral objectives were rated good and the remaining task forces were rated very good.

Site F Influence of Characteristics of the Innovation. The teachers' and students' perceptions of OG during the implementation phase were varied. Appropriateness of the OG materials and procedures was related somewhat high. Index of Response for the three samples were .64, .71 and .74 (Table 9) respectively. The general attitude was that OG was viewed as an innovation that would meet the faculty/staff's felt need in the area of career guidance.

The technical adequacy of the OG materials and procedures were rated nominal. Index of Response was .47, .51 and .52 (Table 9) for the three samples respectively. The perception seemed to be that the materials were too abstract for the faculty/staff. However, the field associate reported that the faculty/staff's problem was that they would not read the materials. This perception is clearly brought to bear by the alternate chairman of the task force who commented:

> The guide is simple, it gives good clear step-by-step directions. You keep saying turn to page so-and-so in your guide; now I see, it is all laid out. At first, everything seemed so abstract. Now I see and understand much better. If you had shown or told everybody how simple the guide is, I think they would have been much more in favor of it. I just think it is all marvelous and I see how we have to do everything step-by-step according to the guide.

General support for OG was also rated nominal. This category was rated on the Index of Response for the three samples, .51, .54 and .57 (Table 9) respectively. The perception here was that many of the faculty/staff were uncertain as to the eventual outcomes of the product. This response may also have been a function of the fact that they were not extensively involved with OG.

The faculty/staff's response to personal relevance was rated somewhat above neutral, the Index of Response was .60, .63 and .67 (Table 9) respectively. The perception here was that the faculty/staff saw the need for the program as being beneficial to students and themselves. This is especially true of those teachers who help implement the project. There were several occasions when members of the various working groups relinquished their conference time to implement the product.

The expectations for better guidance services was also rated relatively high. The Index of Response was .63, .74 and .73 (Table 9) respectively. Those who were involved realized that OG had the potential of generating better guidance techniques. The major problem stemmed from the lack of identifiable outcomes.

New roles and relationships were rated in the neutral range. The Index of Response was .52, .56 and .55 (Table 9) respectively. The teachers generally did not expect OG to change their roles and relationships within the school. However, the counseling department staff felt that OG was encroaching upon their "turf" and this would cause changes in methods of counseling students.

Finally, the category of efficient use of resources was rated in slightly above the neutral range. The Index of Response was .53, .67 and .66 (Table 9) respectively. There seemed to be very little concern by teachers with regard to this category. Although, those who participated related that OG was an efficient method for generating alternative programs within the school. But to the extent that OG would generate efficient use of resources must be considered inconclusive.

Site F Influence of the Interaction Between the Advocates and Consumers. Many of the major strategies for gaining faculty/staff participation at school F were initiated during the first year. The coercive strategies were effectively utilized by the key personnel involved in the project; which included the field associate, developer, principal, and central office administrative personnel. The informative and persuasive tactics were used in most cases to support the coercive tactics. Nevertheless, each of three major types of tactics were used to a certain extent for influencing members of the school personnel and others, who were involved in the project to help implement the procedural model.

The major actions for gaining faculty participation seemed to occur during the first several months following the faculty-student vote in October of 1972. As a matter of fact, the major reason for school F beginning the implementation stage was that prior to the voting it was recorded that the principal informed his teaching staff that "they had better have the recommended 70 percent acceptance to try the innovation for a one year trial." This is not to suggest that there were not any significant tactics used throughout the project, but the early months of the operations of the project at school F tended to influence the eventual outcomes.

In addition to the principal's mandate, the developers strategies of presenting an A/V presentation and small group discussions were the catalysts which brought about the initial response to the innovation by the school personnel. The A/V presentation failed to elicit a positive commitment from the teachers. As a result of the failure of the developers informative tactics the principal became more intensely involved in the project.

The principal initiated a coercive tactic by telling the field associate that she would be responsible to him because the teachers would not work for her. The teachers believed the field associate was part of the CVE staff. The principal recognized the conflict in role definition of the field associate and decided to coopt her and thus help assure that the faculty would realize that she was part of the teaching staff and thus not be perceived as an outsider. The principal also informed the field associate that he did not want the two CVE representatives who assisted with the initiation on his "campus."

At one point in time the principal even threatened to discontinue the project. The developers countered this action of the principal by employing a coercive tactic. They informed the field associate to go to the principal's superiors at the local level. She was to determine how the superintendent and assistant superintendent liked the A/V presentation. The superintendent and assistant superintendent were both present during the A/V presentation on October 11, 1972. The superintendent felt that the A/V presentation was poor. The field associate, therefore, was not able to use the superintendent's influence against the principal's position.

The developers proposed another tactic when the principal threatened to dismiss the project. This time the field associate was instructed to telephone the developers from the principal's office explaining in the presence of the principal that the CVE staff would be receiving a letter indicating his reasons why he didn't want the project in the school. The principal decided to change his mind. No particular reason was recorded.

A meeting was set up between the superintendent, assistant superintendent, director of guidance and counseling, principal, and the field associate for the purpose of resolving the conflict between the field associate and the principal. In the meeting it was decided that the field associate would be directly responsible to the principal and not to the director of guidance and counseling. The principal's decision to coopt the field associate was legitimized in the meeting. As a result the principal decided to censor all information leaving his school and reviewed the field associate's daily logs and weekly summary reports.

As the implementation began the principal chose not to follow the procedural guides as specified by the developer. The principal unilaterally selected both the chairman and appointed members to the Steering Committee. His rationale was to deter teacher resistance. This would assure him of people whom he could trust to carry the innovation through to completion. His method of selection also eliminated confusion which followed the faculty/staff vote in October.

The field associate was not completely convinced that the principal's strategy was the proper thing to do. She decided to pressure the principal into changing his mind and force him to follow procedural guides. She began to keep a secret daily log; which she entitled "excerpts." She requested a meeting again with the superintendent and assistant superintendent to present her grievances against the principal. The six pages of data ("excerpts") consisted of pertinent issues and problems which occurred at the school, including charges against the principal. Some examples of the excerpts are presented below:

1. Principal's insistence that the field associate do a PERT chart that would include activities, dates of completing modules.

2. Principal's refusal to assist in providing information for the site survey.

3. Principal's deviation from the procedural guide.

A week later (January 1973) a second meeting was called, this time including the principal. The principal's strategy appeared to be to show that the field associate's actions were illegal, because she did not go to the grievance committee set-up at the school.

The field associate countered by stating that she was not a teacher. Her position she remarked "is administrative in nature and besides, the teachers on his (the principal's) committee do not know, or have no demonstrated knowledge of OG." The principal decided he did not want the project--he commented "I recommend that the program be taken out of (my school) and taken to another school." The superintendents informed the principal that the project was his. As a result it was again stipulated by the superintendent that the field associate would be directly responsible to the principal.

Throughout the remaining school year of 1972-73, various committees met and several task forces were created. The tactics for gaining involvement and support consisted of sending brochures, discussing OG at community meetings, holding small conferences to inform the teaching staff of the various activities planned for the coming school year of 1973-74.

During the 1973-74 school year most of the tactics to gain faculty participation consisted of the field associate designing display boards (consisting of photographs of the members of the various committees, informing others through school newspaper articles, sending brochures). Finally, the principal asked the field associate to become a part-time academic counselor and help schedule classes for students. This latter strategy again was effectively employed by the principal so as the faculty/staff would not perceive the field associate as an outsider.

Site F Influence of the Contextual or Circumstantial Factors. The contextual or mediating variables which tended to affect the acceptance of OG at school F can be discussed at varying levels of generality and specificity. Some of the contextual variables which acted as facilitators or inhibitors to the acceptance of OG can be discussed in general terms. However, there are certain key incidents which will be explored in more detail. The contextual variables can never be logically determined nor predicted. This discussion will highlight some of the key intervening factors that have influenced the acceptance of OG in a positive or negative manner. These variables range from unanticipated teacher strikes to articles written by students in the school newspaper.

One situation which influenced the acceptance of OG was the extensive involvement of the local area superintendent and assistant superintendent in the district. The entrance for involving these two individuals was provided by the assistant superintendent's concern for the field associate. He had remarked that the field associate should feel free to discuss any pertinent matters with him concerning the operations of the project. The assistant superintendent's intent other than wanting the project to be successful was never made clear. Nonetheless, with this introduction the field associate called on the two superintendents three times during the project to resolve critical issues and programmatic complaints.

The first meeting was called because the field associate was not clear to whom she should be responsible. The local director of guidance and counseling hired her, but she was placed under the directives of the school administrator. The second meeting with the superintendents was to formally bring grievances against the principal for usurping the project and deviating from the guidelines stipulated in the contract between CVE and the state and local representatives. The third meeting was called to bring the principal into the session so as he could answer or rebut the charges made against him. The conclusion to these three meetings ended when it was decided upon by the superintendent of the area that the field associate would in fact: (1) be responsible to the principal; (2) not to adhere so closely to CVE's rules; (3) turn in all daily logs and weekly summary reports to the principal; and (4) support the principal's position in the school.

The local director of guidance and counseling's role in the project was also of major influence. She was interested in the project because she saw it as a means for determining new competencies and role definitions for the counselors in the wider school district. She was also responsible for hiring the field associate. She was called upon by the principal and others to help resolve the conflict over who the field associate would be responsible to.

The local director of occupational education was also instrumental in the project. He constantly monitored the project because he saw it as a means for structuring the system's K-12 career guidance model. A junior high career guidance model had been developed in the district prior to the introduction of OG.

A district-wide teacher's strike which occurred on opening day of school the second year also affected the restart efforts at the school. The field associate did not engage in the strike, thus creating tension between the strikers, whom she would have to ask later to work on the project. It was brought out later that many of the strikers did not participate in the project, because the field associate was not seen as an ally of theirs. The strike also postponed a trip to CVE by the principal of school F.

Overall the principal's basic management style and the corollary organizational characteristics had a major influence on both the acceptance and resistance to OG. What is meant by this is that everything seemed to hinge on the principal's attitude toward the project. This is confirmed by the high degree of centralization of decision-making, standardization of procedures, and supervision which were perceived as existing in the organizational structure of school F. The minimal complexity of the organizational structure also allowed this flow of authority to be quickly transmitted to the rest of the faculty. This gave the principal even that much more power.

Community interest groups were also interested in OG at school F. Although there was never any direct participation by the community groups in the project, the principal discouraged any community groups becoming involved. This was documented in a letter from the area urban league to the director of OG at CVE. A letter of interest was initiated by the education director of the local urban league to the developer requesting information about CVE and the ". . . activity content of the program" at school F. A representative of CVE forwarded a memo to the principal to determine whether he would be interested in the urban league's participation. The principal responded negatively toward urban league's participation, thus stating that the "program is being developed and would not be useful to any community agency."

The chairman of the advisory committee also played an instrumental role in the project. He was able to secure funds for a student at the school for the purpose of going to Washington, D.C. with her government class. The student had originally contacted the field associate to determine if she could get any help through OG. As a result OG indirectly provided a chance for the girl to attend with her class a trip to Washington, D.C.

Another intervening factor which affected OG was the approval of the program by the southern association evaluation committee. Two of the evaluators were highly impressed with OG, and thus gave it a good rating in their review.

Finally, a trip to CVE by the principal, field associate, and Steering Committee chairman occurred during the final phases of OG. Their purpose for attending CVE was to "discuss implementation of student oriented career development units and to discuss the continuation of the OG product in the school next year."

Although the above incidents were never planned in advance of the project, they did have various effects on certain aspects of the implementation of OG. Some of the incidents acted as facilitators--such as the meetings with the superintendents, while others negatively affected or inhibited the manner in which OG was being perceived, such as the district-wide strike. For other situational or circumstantial factors, it was not obvious as to what the exact effect was on the implementation of OG.

Potential for Continued Use

Introduction. As mentioned previously in the research design section, the length of time that OG was observed was not long enough to seriously consider measuring or quantifying the degree of incorporation. However one of the primary characteristics of incorporation can reasonably be considered the extent to which there is a chance that some or all of the innovations will continue to be used. This aspect of the case study was labled the "potential for continued use." Six sets of criteria were used to assess the degree to which it could be said that each site would continue using all or parts of OG.

It should be pointed out before discussing the criteria, that as a result of the limitations of the observation time at the sites and the primary intent of the developers (CVE) to further develop the product, the data presented as "potential for continued use" is highly speculative. The criteria, data, and discussion do reflect a fairly broad scope of intent on the part of personnel in the field sites to continue using the product they helped develop. Furthermore, the criteria provides a base from which speculation can be further tested and verified. This could then possibly lead to a more definitive way of describing the factors involved in the transition from an initial trial of a product to the actual incorporation of that product.

The first criterion of the "potential for continued use" concerned whether there was an official statement of support to continue OG made by the administrators at the state, district, and/or school level. An official statement was defined as some written or other formal communication which stated that the representative administrative department would support the continuance of OG.

The second criterion category concerned the level of unofficial support which could be identified at each site. Unofficial support related to indications of an informal nature such as conversations or gestures by the administrators at the state, district, or school which suggested that they were in favor of OG being continued to some extent.

The third criterion was the amount of resources in terms of money, space, personnel, materials, and time which could be identified as having been set aside for OG for the school year 1974-75.

The fourth set of criteria was to determine the type and extent of continued use (incorporation) which was being suggested. The type and extent of use was broken down into five possible areas: (1) the number of CDU's implemented and proposed; (2) whether it was being suggested that OG be used in other schools in the immediate district; (3) whether or not there were changes being suggested in administrative procedure or policy in order to accommodate aspects of OG; (4) whether or not there were changes being suggested with respect to OG in order to make it more compatible with the expectations of those promoting its use; and (5) to what extent there was work preformed in connection with OG during the summer following the implementation phase.

The fifth criterion use to judge the potential for continued use was the response of the faculty and staff to that exact question. On the third sample of the Operation Guidance Product Survey the faculty and staff was asked to rate on a five point scale ranging from strongly disagree to strongly agree whether they felt that OG would be continued at the school the year following the implementation phase.

The sixth and final area was a miscellaneous category. It included any other influences which could be identified which would suggest that the school would or might use parts or all of OG during the year following the implementation phase.

In the following each site is discussed in terms of its potential for continued use according to the six criterion areas mentioned above. Table 10 provides a summarized listing of the rating of each criterion by site.

Site A Potential for Continued Use. There was no official support either by the state or school administrative levels in regard to whether OG would be continued at school A next year (school year 1975-76). However, the district administrative body of the career education division set aside monies covering the salaries of two coordinators, materials, office supplies, and space for the continuance of OG at other schools. Although money was allocated in support of OG for the school year 1974-75, it has been suggested that there was still only nominal interest in the project by the district administration.

No CDU's were implemented. Over three years of participating in the OG project the faculty/staff was unable to have an impact on the school curriculum. Nor was the student body affected by the innovation. The lack of any viable outcomes for students at school A seems to be the major reason that the school administrator has been noncommital toward the potential for continued use at school A.

There has been no reported change in administrative policy, nor any summer work scheduled to accommodate OG for the school year 1974-75. The school administration is currently awaiting the new revised version of OG before a decision is made whether to continue.

TABLE 10

Degree of Adoption - Potential for Continued Use

Criteria for Potential for Continued Use	Site A	Site B	Site C	Site D	Site E	Site F
I. Official Statement of Support by the Administration of the State	None	None (in fact cancelled)	No - turned down offer to continue as a test site	None	Extensive	None
District	Yes	None	Yes	None	Extensive	Some
School	None	None	No	Some	Some	Some
II. Unofficial Support by the Administration of the State	Slight interest	None	Interest & relationship with F.A.	Some	Considerable	Considerable
District	Nominal	None	Nominal	Some	Extensive	Some
School	Nominal	None	Nominal	Considerable	Considerable	Some
III. Amount of Resources Set Aside for OG						
Money	Yes	None	Yes	Unknown	Salary	Salary
Space	Dist. Office	None	Dist. Office		Office	Office

Table 10 Degree of Adoption - Potential for Continued Use (cont'd.)

Criteria for Potential for Continued Use	Site A	Site B	Site C	Site D	Site E	Site F
III. Amount of Resources Set Aside for OG (cont'd.)						
Personnel	2 coordinators	None	2 coordinators		1.25 FTE	1 FTE
Materials	part of $50,000.	None	part of $50,000.		Same as previous year	Same as previous year
Time	1 year	None	1 year		1 year	1 year
IV. Type of Incorporation being Suggested						
A. Number of Implemented and Proposed CDU's	None	Yes, implement 2 CDU's (none proposed)	None	None, but 3 planned and 5 proposed	None, but 3 were proposed	Yes, 2
B. Spread system to other schools	4 to 6 schools	None	4 to 6 schools	Possibly	Yes, the State will be a field test site for 3 schools	Possibly

Table 10 Degree of Adoption - Potential for Continued Use (cont'd.)

Criteria for Potential for Continued Use	Site A	Site B	Site C	Site D	Site E	Site F
IV. Type of Incorporation being Suggested (cont'd.)						
C. Change administration procedure or policy to parallel OG	None	None	No changes in policy to include OG.	Some adaptation	Some adaptation	Yes - as it relates to specific course changes
D. Change in OG	Waiting on new version	None	Waiting on new version	Some adaptation	Some adaptation	Some - probably the name and some of the content but not the process
E. Summer Work	None	None	Possibly some by F.A.	2 counselors 2 teachers	None	None
V. Faculty and Staff Perception of Probable Continued Use (OGPS data)	Index of Response: Not sufficient data	.54	.63	.51	.69	.74

Table 10 Degree of Adoption - Potential for Continued Use (cont'd.)

Criteria for Potential for Continued Use	Site A	Site B	Site C	Site D	Site E	Site F
VI. Other Influences which Suggest Potential for Continued Use	F.A. became district coordinator	None	F.A. became district coordinator	F.A. became principal of counseling and guidance. Also, school will have career coordinators	F.A. will be state coordinator located at Site E	None

In the final miscellaneous category the field associate of school A was elevated to district coordinator in charge of implementing OG in four to six schools. This may have some influence on the possibility that school A will continue with some aspects of OG but it is not obvious that this will be the case.

Site B Potential for Continued Use. It appeared that site B had the least chance of all six for any continued use of OG. There was no official support made by either the state, district, or school administration. In fact the state administration sent a letter declining the opportunity to be involved in a further field test of OG. Likewise there was no unofficial support which could be identified at either the state, district, or school level. In addition no resources were set aside to assist in the incorporation of OG for the year following the implementation phase. Although two CDU's were tried at the end of the implementation phase no other CDU's were planned or proposed. Also no suggestions were being made that OG be used in any other schools in the district or state. Similarly no changes were being made in either administrative policy or OG in order to facilitate incorporation. Even the faculty and staff responded with an attitude which could be characterized as an "I really don't know" response (IR=.54). The numerous difficulties which surrounded the implemenation seemed to outweigh any potential benefits which were potentially seen as a result of continuing with OG.

Site C Potential for Continued Use. There was no official support either by the state or school administrative levels in regard to whether OG would be continued at school C next year. The district allocated funds for the field associate to be in charge of coordinating OG at the district level. The amount of resources set aside by the career education division was also to pay the salary of the field associate from school A.

Two CDU's were developed but not implemented at school C. There were no CDU's proposed for the following school year. There has been no indication as to whether there would be changes in administrative policies or summer work schedules to accommodate OG for another year. The administration is awaiting the new version before a decision is made.

As with school A the field associate was moved into a position of responsibility at the district level to implement a form of OG into several other schools. However, it is not at all clear what relationship school C will have in this new venture. Therefore the potential for continued use at school C was rather ambiguous.

Site D Potential for Continued Use. The probability that OG would be used to some extent the year after the implementation phase was quite good. Although there was no official support from the state or district there was some from the school administration. Statements were made by the school administration in staff meetings that OG had been worthwhile and elements of it would be continued. Even though there was no official support from the state and district there was unofficial encouragement and support in the form of informal comment made to the field associate. Considerable unofficial support was expressed by both the principal and vice principal in charge of curriculum at the school.

Although the field associate felt confident that some resources were going to be set aside for OG at the time the data for this report was gathered it was not known how much or in what form these resources would be.

The implementation phase ended in the school not implementing any CDU's but planning three and proposing five. It was also planned that two counselors and two teachers would be working for a period of time during the summer developing the five proposed CDU's into planned ones. It also appeared that some adaptations in administrative procedure and OG itself would be made in order to better accommodate the characteristics of OG that the administration felt were most beneficial. However, it was not clear as to specifically what these changes would be. There was also some indication that the district was interested in merging certain aspects of OG with the other guidance system which was being tested in order to develop a district-wide career guidance model.

Although there seemed to be a considerable amount of formal and informal support for the continuance of at least some aspects of OG this enthusiasm did not seem to carry over to the faculty. The IR rating for potential for continued use by the faculty was .51 which reflected a rather ambiguous position.

Probably one of the most positive indicators that at least some elements of OG would be continued at school D was the fact that the field associate was promoted to the position of vice principal in charge of counseling and guidance. This occurred after the retirement of the previous vice principal.

Site E Potential for Continued Use. The potential for continued use of OG at least to some degree at school E was almost assured a sure bet. The school was mentioned in proposals made to the state department and the district school board made an official note in their minutes supporting the incorporation of OG at the school. The school administration, although somewhat more restrained in their support, also made commitments to the district which would support the incorporation of CDU's for the year following the implementation phase. Complementary to the official support there was quite a bit of unofficial support from all levels of the administration.

The resources set aside for school E included money for the salary of a full-time person and a quarter-time secretary. Also office space was designated and a materials budget was established. The time period for these resources was set at one year.

Although no CDU's were actually implemented, three were proposed and there seemed to be an indication that others were being considered. In addition to the CDU's some adaptation in administrative policy and changes in OG were being suggested in order to gain the best aspects of OG as they were perceived by the administration. For example it was quite obvious that the principal and vice principal were placing a much greater emphasis on the role of the counselor in providing the guidance link for the students as they moved through and then out of the school.

The faculty and staff responded somewhat favorably to the possibility that OG would be continued at school E (IR=.69). An additional factor which will undoubtedly have a major influence on OG at school E is that the state was selected as one of several states which will have three schools acting as sites for further field testing of OG. In connection with this the field associate at school E will be the state coordinator for the other field test sites in the state and be located at school E, which will act as a model and resource base for the other schools.

Site F Potential for Continued Use. There was no official work from the state in regard to supporting OG. Unofficially, the state has endorsed the potential for continued use at school F. The district administration has expressed some interest in the innovation; however, the school administration has not officially supported the potential for continued use for the school year 1974-75. Unofficially, the school administration has given considerable support to continue with OG. As a matter of fact the principal of school F visited with CVE representatives in Columbus, Ohio during the spring of 1974 for the purpose of developing an implementation plan for the following year.

The amount of resources that were set aside for next year was related to the space, equipment, and materials that were used during the preceeding year. There is also a strong possibility that OG would spread to other schools within the district.

There have also been some changes in administrative procedures to accommodate OG for the following school year. The administration has suggested that there would be several changes in OG. The principal has remarked that the name OG would be deleted and that he would take parts of the model and implant it within his school plans. There has been no summer work proposed, nor any other circumstantial evidence suggesting whether OG would be continued.

These criteria in general, suggest that there is a good chance that some aspects of OG will continue to be used. It is also obvious that this potential is quite tenuous due to the lack of overt commitments and actions on the part of administrators or teachers. As during the initiation and implementation stages the decision of incorporation rests almost entirely on the principal.

Relation of the Biographical Demographics with the Operation Guidance Product Survey

Introduction. The second major purpose of the Operation Guidance case study was to determine if there were any significant relationships between a selected set of biographical demographics of the faculties and staffs of the schools and the constructs of involvement in, attitudes toward, and expectations for OG. As you will recall an instrument entitled the Operation Guidance Product Survey (OGPS) was developed and administered three times to randomly selected samples of 25 percent, 50 percent, and 100 percent of the faculties and staffs of each of the six schools during the last year of implementation. This survey consisted of nine separate sets of measures. To refresh your memory concerning the structure, administration, and definition of the constructs used and analysis used on this instrument you are referred to pages 30 through 31 and Appendix A. The following discussion will summarize the correlation and regression data as seen on Table 11.

Discussion of Relational Data. The demographic of age did not develop any strong relational pattern with the eight constructs. In the first sample there was the hint of a correlational relation between age and the four constructs of appropriateness, technical adequacy, personal relevance, and the expectation for better guidance. These relationships essentially washed out in the second and third sample. Therefore the age of a faculty and staff member generally did not seem to be related to any of the constructs as mentioned.

Likewise the gender of a faculty and staff member did not establish any pattern of relationship with the eight constructs. Only one significant relationship appeared in the three administrations. This was a negative relationship between sex and the construct of perceived general support for OG. The indication would be that females perceived more general support for OG than males in that particular sample.

The category of ethnic class brought out both the most interesting and strongest relationships with the constructs. In general a rather strong positive relationship was found between the faculty and staff of black ethnic class and the eight constructs; and a weaker but yet significant negative relationship was found between those of white ethnic class and the eight constructs. In short this implies that black faculty and staff members were much more positive about OG than were their white contemporaries. It is even more interesting that the relationships in both cases seemed to grow somewhat stronger from the first sample to the third sample. It must be noted, however, that the negative relationship between the whites and the OGPS constructs was not nearly as strong nor comprehensive. In fact only five out of the eight constructs

TABLE 11

Correlations of Biographical Demographics with the Operation Guidance Product Survey Subscales
(Samples 1, 2 & 3)

Demographics	Involvement		Appropriateness		Tech. Adequacy		Gen. Support		Personal Rel.		Better Guidance		New Roles		Eff. Use of Rec.	
	r^a	b^b	r	b	r	b	r	b	r	b	r	b	r	b	r	b
Age	.18	.25	.26*	.25	.29**	.20	.18	.26	.24*	.23	.24*	.23	.17	.14	.14	.19
	.14	-.08	.10	-.04	.08	-.14	.15	.06	.20	.04	.11	.05	.17	.12	.10	.04
	.04	-.14	.04	-.07	.05	-.10	.05	-.09	-.01	-.26*	-.03	-.17	-.06	-.11	-.02	-.15
Sex	.00	-.06	.08	-.03	.07	.09	-.21*	-.23*	-.01	-.12	.03	-.14	-.12	-.20	-.03	-.07
	-.12	-.09	-.01	-.04	.08	.03	.02	.06	-.10	-.13	.00	-.03	-.00	-.05	.00	-.03
	.06	-.09	.04	.00	.09	.09	.05	.02	.05	.02	.12	.12	.08	.08	.12	.06
Ethnic Class																
Black	-.01	.14	.00	.17	.12	.06	.02	.54*	.12	.39	.24*	.59*	.20	.30	.07	.12
	-.08	.27	.32**	.57	.34**	.45	.11	.16	.19*	.38	.30**	.68	.28**	.43	.24**	.43
	.19**	.24	.32**	.36**	.36**	.37**	.20**	.33*	.25**	.33*	.32**	.26*	.23**	.16	.33**	.34**
White	.05	.17	.04	.18	-.09	.01	-.01	.26	-.07	.19	-.18	.27	-.20	-.07	-.06	-.03
	.13	.16	-.18**	.37	-.26**	.16	-.07	.02	.11	.18	-.15	.40	-.13**	.17	-.13	.21
	-.10	.13	-.18**	.13	-.25**	.08	-.07	.13	-.09	.14	-.19	.02	-.19*	-.02	-.19*	.10
Area of Responsibility																
Administration	.11	.22	.25*	.18	.15	.15	.32**	.25	.14	.14	.14	.10	.12	.04	.35**	.40*
	.26**	.29	.07	.07	.12	.10	.07	-.04	.03	.01	.02	+.04	-.01	.08	.03	.05
	.01	.08	-.08	.05	-.04	.05	-.04	.17	-.14	.04	-.06	.06	-.01	.03	-.04	.06
Supervision	-.08	.08	-.06	-.12	-.03	-.03	.05	.03	.02	-.03	.00	-.10	-.06	-.14	.12	.02
	.10	.08	-.11	-.10	-.06	-.07	-.05	-.07	-.11	-.10	-.10	-.08	-.10	-.08	-.07	-.05
	.12	.12	.08	.16	.11	.10	.16*	.41**	.10	.23	.13	.29*	.16*	.21	.19*	.31*
Counseling	.39	.18	.14	-.06	.18	.03	.10	.09	.08	.03	.11	-.07	.06	.02	.18	-.04
	.20*	.14	.11	.08	.10	.00	.02	-.13	.09	.02	-.00	.02	.00	.02	.08	.05
	.07	-.01	.05	.06	.05	-.00	.05	.33*	.02	.08	.04	.16	.01	-.05	.03	.07
Teaching	-.26*	-.14	-.24*	.24	-.20	-.09	-.20	.07	-.12	-.26	-.17	-.32	-.13	-.23	-.37**	-.36
	-.24**	.26	-.08	.10	-.13	.06	-.05	.03	-.06	.05	-.00	-.03	.02	.12	-.05	.05
	-.13	.26	-.07	.44	-.11	.18	-.02	.75*	-.02	.64	-.06	.51	-.09	.15	-.09	.37
Grade Taught																
None	-.21*	-.03	-.19	-.01	-.17	.02	-.24*	-.24	-.08	-.03	-.11	-.02	-.11	-.11	-.21*	-.01
	-.31**	-.34	-.06	-.07	-.10	-.20	-.04	-.12	-.04	-.10	.05	.02	.02	-.11	-.04	-.14
	-.12	-.45	-.10	-.34	-.11	-.36	-.03	-.42	-.07	-.39	-.06	-.13	-.07	-.13	-.07	-.12
8th	.70**	.47**	.22*	.15	.29**	.21	-.10	-.36*	.11	-.29	.13	-.21	-.09	-.52**	.10	-.03
	-.15	-.19	.08	-.04	.04	-.16	-.19*	-.23	-.11	-.23	-.03	-.17	.05	.08	-.00	-.08
	.06	.04	.03	-.02	.13	.06	-.13	-.18*	-.03	-.09	.01	-.04	-.01	-.01	-.10	-.10
9th	.47**	.20	.06	.06	.17	.19	.02	.11	.13	.12	.18	.22	.08	.22	.02	.08
	-.13	-.04	.19*	+.03	.24**	.23	-.04	.02	.11	.16	.12	.08	.14	.06	.05	.00
	-.02	-.03	.05	.07	.12	.12	.05	.11	-.05	-.02	-.05	-.06	-.03	-.02	-.10	-.10
10th	.45**	-.03	-.05	-21	-.11	-.30	-.13	.11	.12	.22	.02	.06	-.05	.09	-.10*	-.08
	-.23**	-.08	-.04	-.00	-.01	-.07	-.03	-.03	.04	.10	.20*	.20	.17*	.22	.20	.30
	.00	.16	-.05	.05	-.09	.00	-.03	-.05	-.11	-.06	-.08	-.08	-.02	.05	-.30	.06

Table 11 Correlations of Biographical Demographics with OGPS Subscales (cont'd.)

Demographics	Involvement		Appropriateness		Tech. Adequacy		Gen. Support		Personal Rel.		Better Guidance		New Roles		Eff. Use of Rec.	
	r[a]	b[b]	r	b	r	b	r	b	r	b	r	b	r	b	r	b
Grade Taught (cont'd.)																
11th	.36**	.11	.09	.35	.07	.37	-.13	-.00	.13	.15	.05	.02	-.07	.10	-.03	.06
	-.11	-.02	-.01	.18	-.05	.16	-.04	.10	-.01	.09	.10	.18	.04	-.02	-.00	.09
	-.03	.02	-.08	-.05	-.01	-.00	.04	.06	-.12	-.21	-.10	-.14	-.08	-.04	-.10	-.14
12th	.26*	.21	-.02	-.10	-.08	-.31	-.05	.19	.17	.18	.12	.25	.04	.22	-.00	.21
	-.06	.23	-.17	-.24	-.19	-.16	-.17	.22	-.14	-.17	-.10	-.17	-.03	-.01	-.18	-.23
	.02	.11	-.04	.08	.06	.21	.07	.12	.00	.19	-.05	.08	-.07	-.00	-.06	.06
School Tenure	.11	.10	.18	.06	.24*	.18	-.02	-.39	.23*	.00	.22*	.03	.18	.04	.08	-.05
	.19*	.17	.14	.01	.13	-.00	.17	.19	.24**	.20	.17	.17	.20	.15	.20	.15
	.14	-.08	.15	.13	.21*	.19	.13	.35*	.15	.07	.12	.25	.07	.30	.11	.31*
Professional Tenure	.09	-.27	.14	-.17	.23*	-.23	.06	.17	.22*	.04	.20	-.13	.18	-.02	.07	-.14
	.19*	-.01	.15	.11	.17	.19	.12	-.07	.20*	-.03	.11	-.10	.13	-.09	.17	-.01
	.18*	.26	.10	-.05	.17*	-.05	.06	-.29	.12	.14	.04	-.16	-.01	-.25	.03	-.24
Area Taught																
Voc/Tech	-.09	-.09	.11	.13	.09	.15	-.05	-.09	.11	.14	.09	.06	.00	.00	-.03	.00
	.01	.11	.05	-.00	.05	.01	-.09	-.05	.06	.14	.10	.13	.08	-.07	.03	.09
	-.05	.02	.03	.01	-.02	-.11	.03	-.11	.05	.07	-.02	-.09	-.04	-.09	-.02	-.06
Practical Arts	-.06	-.17*	.04	.07	.19	.19	.10	.06	.15	.19	.14	.11	.22*	.22	.11	.13
	.06	.10	.09	.07	.04	.09	-.01	-.00	.11	.15	.05	.06	.07	.03	.02	.05
	.08	.09	-.03	-.06	.05	-.04	.00	-.09	-.03	-.04	-.01	-.06	.05	-.00	.04	.01
Humanities	-.01	-.05	.08	.14	.12	.15	-.02	-.07	-.02	.10	-.04	-.02	-.11	-.10	.04	.08
	-.08	.09	-.20*	-.16	-.13	-.07	-.05	-.03	-.10	.05	-.20	-.02	-.15	-.07	-.08	.06
	.00	.12	-.08	-.06	-.04	-.09	.01	-.11	.00	.02	-.15	-.20	-.06	-.09	-.08	-.10
Science/Math	-.05	.13	-.25*	-.01	-.29**	-.07	-.30**	-.34**	-.14	.03	-.24*	-.14	-.10	-.06	-.22*	-.05
	-.07	.02	-.05	-.13	-.11	-.14	.04	.03	-.04	-.01	.02	.02	-.06	-.09	.03	.06
	.03	.06	-.04	-.05	-.10	[illegible]	-.15	-.20	-.06	-.02	.06	-.01	-.04	-.09	-.04	-.07
P.E.	-.06	-.05	.00	.03	-.10	-.06	.05	-.02	-.03	.01	-.07	-.08	-.08	-.07	.01	-.04
	.01	.10	-.04	-.04	.00	.02	.01	.05	-.05	-.01	-.03	-.00	-.05	-.05	-.06	.02
	-.15	-.11	.00	-.01	-.01	-.05	.07	-.02	.00	.01	.07	.01	.07	.02	.07	.02

a. r = Correlation coefficient

b. b = Standardized regression coefficient turned up with any significant relationships with whites among the three samples. Whereas, with the black relationship all eight had at least one correlational relationship with $p< .01$ and seven with a significant correlational and regressional relationships at either the .01 or .05 level.

There is no obvious reason why this occurred. Habermen and Stinnett (1973) in discussing the attitudes of minority students coming into teacher education may provide the basis for an explnatory proposition. They stated that:

> More and more students who are members of minority groups are coming into teacher education. Many of these individuals feel that they and their fellow group members have been hurt by poor teachers who didn't give them basic skills. Competency-based teacher education seems to these students to be a more hopeful measure of guaranteeing that teachers who do not demonstrate minimum proficiencies will no longer be certified and inflicted on minority pupils (p. 102).

If we look into this statement what these authors may be saying is that minority groups, and blacks in this case, feel that educational innovations which seem to have the potential of making schools and especially their white counterparts more accountable to students are seen as most promising. Since OG is perceived as student-oriented in its potential outcomes (see page 58) and is a system which advocates accountability for the school it would seem to fit the type of innovation suggested in this proposition. This explanation would explain why blacks seemingly were more involved in, had more positive attitudes toward, and had greater expectations for OG than their white colleagues.

In the area of role responsibility category no particular pattern of relationships seemed to emerge within the data of the three samples. Some interesting but rather weak relationships were identified. For example, it appeared that persons with a primary responsibility for teaching were less involved proportionately than those in administration, supervision, or counseling. Another slight relationship was found that at the outset of the implementation of OG administrators indicated a more positive relationship toward the appropriateness of OG ($r=.25$, $p<.05$) than did teachers ($r=-.24$, p .05). However, by the end of the implementation phase this variable of role responsibility did not significantly relate to the attitude of appropriateness. Although there were some significant relationships identified within the samples on the construct of general support no interpretable pattern seemed to exist. The only other pattern of relationships with role responsibility was the expectation that OG would result in a more efficient use of resources. Again the basic pattern was similar to that identified with the attitude of appropriateness. At the beginning stages of implementation the administrators felt that OG would result in a more efficient use of resources ($r=.35$, $p<.01$; $b=.40$, $p<.05$) and teachers were less convinced of this ($r=-.37$, $p<.01$). However, as with the appropriateness relationship, by the third sample the role responsibility appeared to make no difference in response to whether OG would result in a more efficient use of resources.

Some isolated relationships were identified across the three samples with respect to the OGPS scales and what grade levels teachers taught. One pattern which existed with respect to the grade taught demographic was that all of the significant relationships fell within the teaching categories of eighth, ninth, or tenth. Except for the eighth grade relationships all of the relationships in the ninth or tenth grade categories were positive. This may suggest that teachers who teach ninth and tenth grade classes may be more kindly disposed to what they perceive OG is trying to do.

The number of years a faculty or staff member had been associated with the particular school did result in some significant relationships. Although these relationships were not stable across the three samples, the most stable of these relationships which had two out of the three samples with significant ($p<.05$ or $p<.01$) correlations were with the construct of technical adequacy and personal relevance. What would be suggested by this is that persons who had been with the school longer saw the OG materials and procedures as adequate to accomplish the defined goals and that the goals and objectives of OG made sense to them personally.

The total professional tenure of the respondent was related in a somewhat similar manner to that of school tenure. The relationship, however, was not quite as strong. For example there were eight significant relationships ($p<.05$ or $p<.01$) with school tenure and six with professional tenure.

The last area of biographical demographics was the area in which a faculty member taught. Although the interview and other more qualitative data seemed to suggest that persons in the area of vocational education were more positive and involved with OG and persons in the humanities such as English and social studies or history were more negative toward OG, this did not bear out in this more quantitative picture. The most significant relationships occurred among science and/or mathematics teachers. However, even those relationships were in the first sample only. Therefore, based on this quantitative analysis of attitudes toward OG, the particular subject area a faculty member is associated with does not appear to be consistently related to whether they get involved or how they feel about various aspects of OG.

In sum we can say that except for the ethnic class distinction of relationships toward OG none of the other biographical demographics explored seemed to consistently identify a differentiation in involvement, attitudes, or expectations concerning OG.

CHAPTER V

HYPOTHESIZED GENERALIZATIONS

Introduction

This chapter presents hypothesized generalizations concerning how and what influences facilitate the adoption of system-type innovations. When considering these hypothesized generalizations it must be remembered that the primary purposes of this study were to describe the process of how innovations are adopted, and what influences are brought to bear on that process. The purpose was not to demonstrate or show how innovations should be adopted. Nor was the objective to draw causal relationships or do a comparative analysis. This means that the hypothesized generalizations are in terms of what the actual dynamics are which may play a part in the process of adoption.

The previous discussion of the limitations (p. 26) helps qualify the statements in this section. This was a case study of only one innovation and six settings. Furthermore, the field test was not an adoption; it was for the purpose of developing the product. The type of innovation being referred to in the hypotheses is that of a system or program as opposed to an idea, or product. (See pages 13-15 for a discussion of the differences between these types of innovations.)

These hypothesized generalizations were established around the proposition that the type of innovation introduced to a given setting will have a major effect on the type of variables which influence its adoption. Since only one innovation was considered meant that these hypotheses will not necessarily hold across different types of innovations. However, it is suspected that many will. Another assumption which underlies the following hypotheses is that the primary adopting unit for the innovation is a school. A school is considered to be a principal and all of those things (people, time, space, money) over which he has direct and primary responsibility. These assumptions focus the hypothesized generalizations more succinctly on the conditions of the case study.

The hypothesized generalizations will be presented in four major sections corresponding to the organization of the theoretical framework and the descriptive findings of the study. The four sections are associated with: (1) the adoption process in general across phases; (2) the initiation phase of adoption; (3) the implementation phase of adoption; and (4) the potential for continued use of the innovations. Under each of these four discussions, the presentation is further organized according to generalizations specifically associated with the innovation, the interaction between the advocates and the consumers, and the circumstantial events or situational conditions in which the adoption process occurred.

The Adoption Process. Hypotheses one through ten refer to conditions or influences which may affect the adoption process at any point in time.

The Characteristics of the Innovation

H_1 Innovations will be perceived as a threat to those individuals in the school who are most closely related to the content of the innovation if they perceive that it involves a major change in their role responsibilities.

Throughout the adoption process in each of the sites it was observed that counselors felt that OG was potentially threatening their role responsibilities. From this we might generalize that any major program or system type innovation will cause similar anxieties in those individuals who perceive that the content of the innovation and its goals are designed to alter their role responsibilities.

H_2 Innovations perceived as consistent with existing societal concerns or demands will overcome more barriers to the adoption process than those which are perceived as less consistent.

In the past, innovations associated with mathematics, physical science, and other content areas have been given priority for adoption in schools because there was a national awareness or even governmental demand for such changes. In each of the six cases of this study the fact that the content of OG was associated with career education, and more specifically career guidance, strengthened the initial and continued interest by the sites.

Interaction Between Advocates and Consumers

H_3 Schools changed through the adoption of innovations will go through phases similar to initiation, implementation, and incorporation.

It has been conjectured for some time that individuals go through various stages or phases as they move toward adoption. This hypothesis focuses on the phenomenon of adoption with the school as the adopting unit. What is expected is that a select set of phases through which various aspects of the organizational personnel go are empirically identifiable. Further it is expected that successful completion of one phase does not necessarily lead the school to the next phase. The OG sites did have a rather distinct initiation phase which logically was complete when the teachers voted to try OG. The implementation phase then continued until the end of the reports duration. The incorporation phase was less well defined but empirically it appeared that elements of incorporation or at least the conditions for incorporation were being established throughout the implementation phase. However it appeared that significant incorporation requires special consideration by the advocates and does not necessarily occur as an automatic progression of implementation.

H_4 Individuals in a school in which an innovation is being adopted will go through various stages of acceptance such as awareness, interest, mental evaluation, involvement, advocacy, and changed behaviors consistent with the expectations of the innovation.

This hypothesis parallels H_3 in that it further clarifies the behavior of the individuals in the school with respect to an introduced innovation. It also implies that at any given point in time there will be a considerable amount of variance in adoptive behavior concerning the innovation. The initiation phase in each of the sites is heavily documented with instances of individuals in various states of awareness, interest, and mental evaluation (questioning) of OG. The implementation phase provides numerous examples of individuals in the sites involving themselves, advocating OG in varying degrees, and changing their behavior to meet the expectations of the innovation. Those individuals on the steering committees, task forces, and the counselors in the schools were most often recorded cases of these observations.

H_5 Attributes of an innovation, the interaction between advocates and consumers, and circumstantial events or situational conditions each have an influence during the process of adoption.

Although there are a considerable amount of interactive influences during the process of adoption these areas referred to in the hypothesis have identifiable variables which have a separate positive and negative effect on the process of adoption.

H_6 Actions in the form of tactics on the part of advocates and consumers are identifiable throughout the adoption process.

Actions on the part of those who are attempting to gain support or involvement with an innovation are not usually of one type. Different types of actions with different intents and different responses on the part of those to whom the actions are directed are able to be classified and studied. The categories of informative, persuasive, and coercive tactics proved to be useful in this respect.

H_7 Increased involvement by the decisions to initiate, implement, or incorporate an innovation may not be related to successful adoption at any stage.

The primary point of this hypothesis is that involvement or getting individuals to take an active part in trying, testing, or integrating parts or all of an innovation may or may not be facilitative. In fact in some cases it may directly inhibit successful adoption of an innovation and successful in this frame of reference to both use and liking of the innovation. At times during the OG adoption process there were expressions by individuals that too many people were involved. This led to too many viewpoints that had to be considered and thus slowed down the progress from some peoples' viewpoints. It may be that certain types of involvement or the timing of certain types of involvement may be facilitative. On the other hand there are an equal or greater number of ways of involving individuals which are debilitating to the process of adopting an innovation.

Circumstantial and Situational Influences

H_8 Personnel in the various levels of the organizational structure will view the purposes and potential uses of an innovation differently throughout the adoption process.

Central administrators, coordinators, supervisors, principals, vice principals, counselors, and teachers will view the potential outcomes and reasons for having an innovation quite differently. Another way of stating this would be that individuals in an organization would view an innovation more similarly within various role responsibilities (which corresponded to the formal bureaucratic hierarchy) than between role responsibility. The adoption of OG had numerous examples of the variety of perceptions held by various role areas and levels of the bureaucratic hierarchy. The initiation phase brought this to light especially well.

H_9 Individual community members and community interest groups will raise questions about an innovation to the extent that they are made aware of its existance and to the extent they do not understand the purposes of the program and/or perceive that the content, procedures, or values associated with the innovation are contrary to what they feel the school should be doing at any time during the adoption process.

Individuals in the community surrounding the adoption of an innovation in a school do at times become involved and raise various questions about the innovation. This phenomenon seems to be more of a function of the individuals perceiving some potential or actual objectionable qualities of the innovation than anything else. Sites A, D, E, and F each had instances either during the initiation phase or the beginning of the implementation phase when, in particular, minority interest groups were curious about OG. It seemed that they became interested after OG was publicized as being tried at the site. Their critique of OG was primarily to determine if the program was biased toward the individuals they represented.

H_{10} General events which occur in connection with the process of schooling such as holiday breaks, semester tests, grading, bad weather, and teacher negotiations are more inhibitive than facilitative to the adoption of an innovation.

These rather common place happenings in the process of schooling had a devastating effect on the process of trying to get OG adopted. One of the primary reasons for this effect is that these events use a most valuable resource in schools--time. In fact one might even hypothesize that time is the most valued resource in the school.

Process of Initiation. Hypotheses eleven through twenty-four refer to those factors which may influence the decision to try an innovation.

Characteristics of Innovations

H_{11} During the initiation of an innovation the state or district administrators will be less concerned about the operational procedures of the innovation than the school building administrators or the teachers.

Administrators at the district or state level were generally not very concerned about exactly how OG worked or what it took to get it implemented. Whereas, the faculty and staff of the school in which OG was initiated were very concerned about such things as: who was responsbile for what tasks? What were the tasks? How much time would it take? This same division of concerns are likely to occur with most innovations.

H_{12} The more similarity innovations have with existing identifiable needs of the state or district administration the greater the chance of a successful initiation. The state and local administrators at the OG sites indicated interest in OG because of this factor. However once OG was introduced to the teachers this consistency did not carry near the same influence.

Existing identifiable needs at the state or district level have a tremendous impact on the selection and initiation of innovation. However, the reader will notice that in the next sections on implementation and incorporation this hypothesis does not hold. This may be because during the initiation period, administrators who are more sensitive to state or district concerns are more involved.

H_{13} Innovations which systematically involve a combination of administrators, teachers, students, and/or other community persons initially will be viewed as more desirable than those which do not. The fact that OG involved administrators, teachers, students, and even the community had some appeal during initiation.

At first this hypothesis may seem contrary to H_8. This hypothesis however, states that the idea of involving various aspects of the community is perceived as favorable. Whereas, H_8 speaks more directly to the effect of actually involving various individuals associated with the school.

H_{14} Monetary costs of an innovation are of more overt concern to administrators than personnel costs during the initiation phase. During the initiation phase the negotiations and contract discussions by the administrators centered almost exclusively on the monetary costs of trying OG.

Costs such as space, equipment, supplies, salaries, and other financial arrangements are openly discussed during the initiation phase rather than such costs as time, effort and other costs borne by individuals.

Interaction Between Advocates and Consumers

H_{15} The decision to try an innovation during the initiation phase will be made more on the basis of some political, financial, or personal influence than a complete understanding of the innovation.

In most cases the decision-makers in the OG sites actually admitted that they did not understand all the aspects of the innovation very well, but that some other reason influenced their decision. Some of the reasons were that they have confidence in the recommendation of the developers or someone recommending it, or in one case they admitted that if they got OG it would be a "feather in their cap," or as a result of getting OG they might acquire some additional resources.

H_{16} Teachers will be less involved than state or district or school administrators in the decision to try an innovation during the initiation phase.

Teachers are generally the last to know about the decision to try some innovation. At this point the perception of the teacher even if they are asked about whether they would like to try the innovation is that their opinion really does not matter. The real decision has already been made by some set of administrators.

H_{17} The decision to try an innovation will involve persons in a manner similar to that of the existing formal organizational structure of the state, district, or local school organization.

If you were to trace the decision to try an innovation and identify the individuals involved in that process you would find that the flow of decisions would roughly follow the formal communication channels. This is not to say that the informal linkages do not have an influence in that process. What it does say is that when final decisions are made the procedure is to follow the basic formal organizational structure.

H_{18} During the initiation stage of an innovation those tactics employed from a base of power or authority will be more influential in gaining a decision to try the innovation than informative or persuasive.

Numerous actions can be recorded in any situation where there is an attempt to gain the acceptance to try an innovation. Although numerous informative and persuasive actions will take place unless some type of action is employed from a base of power or authority, the probability that a decision to try will be made will be small. This says that in order to get an innovation started in an organizational setting there must be some type of decision made by persons who have the power to sanction the actions of the other members of the organization.

H_{19} During the process of initiation the ultimate users will assert that they have not had enough information on which to make a decision.

This is truly a dilemma for anyone attempting to introduce innovations into organizational settings. What this hypothesis says is that no matter what is done to inform the persons who will actually use the innovation there will be expressed concerns on the part of these individuals that they have not been given enough information on which to make a decision. Claims of secrecy, decisions being made without their knowledge, and the feeling that someone is not telling us the whole story will be identifiable during the introduction of an innovation.

H_{20} The closer (social distance) advocates are perceived to the norm group(s) in the adopting organization the greater their potential for gaining a decision to try the innovation they are promoting.

Whether to use advocates who are a part of the organization or use outsiders is of much interest to those who study innovation in organizations as well as those who practice it. This hypothesis states that the insider has a much better chance than the outsider. The problem with this hypothesis is that it is difficult to define let alone identify who the norm groups are in an organization. The thinking behind this hypothesis was that the norm groups of an organization are those collections of individuals who are perceived by a majority of the members to hold the most influence over the general operating procedures of the school.

Circumstantial and Situational Influences

H_{21} The greater the perceptions of the members of the organization are of the failure of innovations in the past, the greater the inhibiting effect on the initiation.

In any organization there have been numerous attempts to introduce innovations. Some of these will have been seen as successful efforts and others will have been viewed as failures. To the extent that there has been some recent failures will inhibit the initiation of a new innovation. The converse of this is probably also true. To the extent that there have been several recent successes of innovation this will facilitate the introduction of another innovation.

H_{22} As an innovation is introduced through the organizational structure successful initiation will be related to the extent to which both advocates and consumers perceive overt support for the innovation by those in higher organizational positions.

Hypothesis 18 implied that during the initiation stage there is kind of a shifting relationship advocacy which occurs among various members of the organizational structure. In addition this shifting relationship has the effect of transferring the advocacy of the innovation from one person or set of persons to another through the hierarchical organizational structure. Hypothesis 23 assumes hypotheses 18 to a certain degree and then goes beyond to state that to increase successful initiation persons at any level in the organizational structure must be able to see that administrators or others above them in the organizational structure are supportive of the innovation.

H_{23} The more definitive and/or prescriptive the outcomes of an innovation are the greater the number of questions which will be raised about the innovation.

H_{24} The less definitive and/or prescriptive the outcomes of an innovation are the greater the amount of misunderstanding there will be about the innovation.

These two hypotheses are presented together because in combination they present what seems to be a paradox. This is not the case. Hypothesis 24 says the greater the prescription the greater the number of questions or potential for argument about the specifics of the objectives. Hypotheses 25, on the other hand, says that to the extent that the objectives of an innovation are not clear, this increases the possibility of misinterpretation about the intent of the innovation. This does cause a dilemma for the advocates of innovations.

Process of Implementation. Hypotheses 25 through 42 discuss aspects of the innovations, relationships, and circumstances which may influence the consumers and advocates as they interact concerning an innovation.

Characteristics of the Innovation

H_{25} The more an innovation purports to be based on a systems approach the more it will be viewed as overly mechanistic. OG was seen as a systems approach to a problem. Throughout the documentation there were statements by those who participated that it was prescriptive or mechanistic. More of these comments seemed to be in the vein of a negative reaction.

In general, school personnel seem to react somewhat negatively to highly systematized innovations. It seems that they get the feeling that the innovation will begin to dictate what they are to do and how they are to do it without leaving any flexibility or creativity on their own part.

H_{26} The attitudinal response to an innovation during implementation will be multidimensional.

In the development of the OGPS there was an attempt to identify the dimensions of attitudinal response to OG. This led to the establishment of four attitudinal dimensions of response: (1) appropriateness of OG's content and basic methods; (2) the technical adequacy of the materials and procedures to accomplish the prescribed goals; (3) the perception of general support for the innovation; and (4) the relevance OG had to the actual professional responsibilities of the school personnel.

The attitudes the personnel form toward an innovation are important elements in attempting to understand what is happening to the innovation during the implementation phase. Attitudes are not, however, a single construct. The dimensions identified in this study provide a reasonable beginning for development of a more sophisticated understanding of attitudes toward innovations in organizations.

H_{27} What the members of a school faculty and staff expect an innovation to do is not a unidimensional construct.

The expectations a particular clientle group has for an innovation are important aspects of the total reaction to the innovation. These expectations are specific to the innovation and will generally identify what the real underlying goals of the innovation really are.

H_{28} Personnel costs of an innovation are of more overt concern than monetary costs during the implementation phase.

Hypothesis 15 stated that the converse of this hypotheses was true during the initiation phase. During the implementation phase the concerns of resources are focused more on time and effort than on space or money.

H_{29} The implementation of an innovation will be facilitated to the extent the participants perceive that they have control and are able to transform the methods and procedures to prescribe their own solution to the problem as they see it. One of the tests the faculties and staffs put to OG was that of flexibility. It was difficult for them to accept the prescriptive manner in which OG was to be carried out.

> Site E in particular was often changing the procedures to meet what they felt were unique circumstances. When they were requested to follow procedure they expressed discomfort.

The concern of the need for prescription for the purpose of understanding, but not wanting it for actual practice was implied by the content of hypotheses 24 and 25. This is a somewhat similar hypothesis applied to the implementation stage. Once an innovation has been initiated the innovation must be perceived as flexible or adaptable enough to cope with what the users view as idiocyncracies of their situation. To the extent that they perceive that the innovation cannot be comprised they begin to be suspicious about its intent to really help them. At this point this type of attitude begins to inhibit the progress of implementation.

H_{30} Innovations which purport to be based on a systems approach generally will be incongruent to the existing organizational patterns of the school.

To function most effectively a systems approach to management must operate in an environment which has a norm of general cooperation among subparts and has a strong centralized decision-making point. This hypothesis implies that these two conditions generally are not simultaneously existent in schools. Therefore, systems type innovations are contrary to the existing patterns of organizational conduct in schools.

Interaction Between Advocates and Consumers

H_{31} Persons who take an active role in implementing an innovation do so because of one or a combination of the following reasons: (1) they see involvement in the innovation as a means to gain a better position or responsibility; (2) they see that participation with the innovation will increase their status in terms of such things as leadership or endearment; (3) they are afraid that if they do not become involved they might lose their job or be sanctioned by the administration or their peers; (4) they participate because a friend has asked them; (5) they perceive that the innovation is consistent with their professional or personal concerns; (6) they feel that it is their organizational duty to be involved with innovations which are supported by the administration; or (7) they just like the idea of being involved in things with other people.

This suggests that persons become involved with innovations for a variety of reasons and that only a small part of those individuals may be involved because of what the innovation itself is.

H_{32} A decrease in communication with units of the administration within and beyond the school, such as building principal, district or state personnel, will increase the doubt on the part of the faculty and staff of the school of general support for the innovation.

Open overt communication seems to be the key to determining whether the administration considers a given innovation worthwhile. If for some reason communication channels are blocked doubts begin to rise in the minds of the participants as to the commitment of the administration to the innovation.

H_{33} To the extent involvement in an innovation results in a conflict of role responsibilities the faculty or staff member will choose those role responsibilities established prior to and existing concurrent with the introduction and implementation of the innovation over those of the innovation.

Role responsibilities of the faculty and staff which were established prior to the introduction and which are existent at the same time of the implementation tend to take priority when they are in conflict with the demands of the innovation in terms of time and effort.

H_{34} To the extent that faculty or staff members perceive there is overt administrative support for an innovation those individuals will choose the role responsibility of the innovation over their role responsibilities prior to and concurrent with the adoption process of the innovation.

Hypotheses 32, 33, and 34 lend complementary support to this mediating hypothesis. What is suggested here is that if administrators are quite vocal in their support of an innovation the members of the organization will tend to take that as a signal of establishing a priority. This again implies the critical role administrators play in the process of adopting innovations.

H_{35} Implementations of innovations established under the dictates of a contract will result in the completion of specified tasks to a greater degree than those not established under such conditions.

Performance contracting does seem to result in the reasonable completion of specified tasks. However, it does not imply a totally successful implementation nor the probability that the innovation will continue to be used.

H_{36} During implementation advocates will have less resistance from consumers to the extent that they are perceived as sharing some of the general responsibilities which fall on all members of the faculty and staff. In all the OG schools and especially in those where the field associates were not previously members, it was important that they be seen as a part of the faculty. One of the primary aspects of developing this perception seemed to lie in the extent to which the field associates participated in the routine aspects of the school life of the faculty and staff.

There are numerous general duties in any school organization which must be shared by all (e.g., lunch room or hall supervision, ball game supervision, extracurricular activities, and staff meetings). Many times advocates gain a considerable amount of resistance simply because they divorce themselves from these expected shared responsibilities.

H_{37} One-way informative tactics result in more misperceptions about the innovation than two-way informative tactics during the implementation process.

Written communications, announcements, and other such one-way communications cause a certain level of awareness about the innovation and activities associated with that innovation, but it really takes a person-to-person contact to bring about understanding.

H_{38} Persuasive tactics or direct sanctions will be more effective in gaining and maintaining involvement, and accomplishing the prescribed tasks of an innovation during the implementation phase than informative tactics.

This hypothesis again emphasizes the limited effectiveness of information tactics in bringing about the implementation of an innovation.

H_{39} As the change suggested by the innovation becomes more eminent in the eyes of the consumers the following phenomena can be increasingly observed:

1. consumers begin to alter their behavior (e.g., teaching methods) to conform or prepare themselves to what they perceive the innovation outcome will be.

2. advocates will tend to attribute this conforming orplanning to the existence and success of the innovation.

3. non-advocates (resistors) will tend to disavow any relationship between this conforming or planning to the innovation.

As the faculty and staff members began to see that at least aspects of OG were becoming more generally accepted, instances of these behaviors became evident.

This phenomenon may be a means of coping with the ambiguity of possible change which always surrounds the introduction of an innovation. Many of these changes as with OG will be serendipitous and possibly premature to the intent of the innovation.

Circumstantial and Situational Influences

H_{40} To the extent that generally accepted bureaucratic procedures are adhered to and protocol is respected the perception of the legitimacy of an innovation will increase.

An innovation is really on trial when it is introduced into an organization. The faculty and the staff are the jurors and the test is how much preferential treatment is necessary to make the innovation work. If a considerable amount of relaxation of rules and procedures is necessary then the innovation may continue to be perceived as a foreigner. On the other hand if it stands up under the general operating norms then it will increase in perception as a legitimate addition to the school.

H_{41} To the extent that expected outcomes are not achieved there will be greater concerns expressed about the viability and effectiveness of the innovation.

The meeting of expected outcomes early in the implementation stage appears to be of utmost importance in the minds of the consumers. This hypothesis is somewhat related to hypothesis 28.

H_{42} Faculty and staff personnel who are members of ethnic minority groups will involve themselves, be more favorable, and have greater expectations for innovations which promote the concepts of accountability, than ethnically white faculty and staff members. This is a curious hypothesis but one that cannot be ignored. The correlational data of the individual demographics with the scales on the OGPS supported this relationship quite strongly.

It may be that ethnic minority groups feel more strongly that schools should be held accountable for the services they perform. Another element of this may be that faculty and staff individuals who are members of ethnic minorities see accountability systems as a means to making white teachers more responsive to the unique needs of the students who are of ethnic minorities.

Potential for Continued Use. Hypotheses 43 through 46 apply to the extent to which there is a probability of the continued use of an innovation beyond any given point in time during the implementation. Potential for continued use can be viewed as a linking concept between the phase of implementation and incorporation.

Characteristics of the Innovation

H_{43} Continued use of an innovation will be more likely if the innovation can be partially used or adapted to particular situations in the function of the school.

It seems that innovations are very seldom used exactly as they were designed to be. In fact this hypothesis suggests that the adoption and specifically the continued use of an innovation will be facilitated if it is perceived to be adaptable. Rigid or highly prescriptive innovations would then be less likely continued to be used. Consumers seem to have a need to at least have the option of adapting the innovation.

Interaction Between Advocates and Consumers

H_{44} Continued use of an innovation will occur to the extent that the school personnel perceive them is official (formal and overt) and unofficial (informal and tacit or overt) support for continuence.

This hypothesis implies that it is essential for school personnel to see that the administration is supportive of continuing and integrating the innovation into the school. Without this support the faculty and staff do not feel that the innovation is of primary priority. If an innovation is not placed in top priority during implementation the faculty and staff will tend to revert to their previously established patterns of behavior.

Circumstantial and Situational Influences

H_{45} Continued use of an innovation will occur more often in situations where the implementation has resulted in some worthwhile results (outcomes perceived as worthwhile by the school personnel) and the primary advocate during implementation mentions a central role during incorporation.

"Success breeds success" is a long standing assumption made by most advocates of innovations. This hypothesis qualifies this assumption. It is proposed that success breeds success only if the advocates who initiated the success continue their support of the particular innovation. It is especially crucial that individuals who were advocates of an innovation during an implementation phase continue their support. Suspicion and doubts are raised in the minds of the consumers if persons who were advocates for a while suddenly become less overt in their support of the innovation.

H_{46} Continued use of an innovation will occur to the degree there are resources (e.g., time, money, and personnel) specifically set aside for continuence in the school.

It is not enough to say that an innovation will continue to be used. It is necessary to put specific resources behind specific suggestions for use of the innovation in the school itself. Too often there seems to be an assumption that once a group of individuals have gone through an implementation phase that the innovation is exclusively their responsibility. This hypothesis challenges that assumption and says that the innovation will continue to be used only when time, money, and personnel are assigned to accomplish specific tasks.

GLOSSARY

ACCEPTANCE	The process through which specified consumers accept and put into use all or parts of an identified innovation.
ADOPTION	The process through which specified consumers accept and put into use all or parts of an identified innovation.
ADVOCATES	An individual, group, or other set of individduals who have accepted or been charged with the responsibility of promoting the adoption of an innovation.
CONSUMERS	An individual, group, or other set of individuals who are the potential users of an innovation.
DIFFUSION	The cumulative acceptance over time of some specific innovation by individuals, groups, or some other adopting unit, linked to specific channels of communication, to a social structure, and to a given system of values or culture. (Adapted from Katz et al., 1963.)
IMPACT	Cognitive, affective, behavioral, or structural change in consumers, advocates, innovation, or their environment which is associated with the interaction of those elements.
IMPLEMENTATION	The process that, when successful, results in the alteration of organizational members' behavior and attitudes so that they conform to the expectations of the innovation.
INCORPORATION	The process leading to the stabilization or routinization of the new behavior so that the innovation becomes a regular part of the school's organizational procedures.
INITIATION	The process that, when successful, leads to the introduction of the innovation into the organization.

INNOVATION	An idea or practice not presently being used by some set of individuals. The perception that the idea or practice is not presently a part of these individuals behavior is central to the conceptual definition.
STRATEGY	A set and sequencing of actions and/or techniques for the purpose of influencing the adoption or rejection of an innovation. Strategies which consist of a series of tactics are therefore employable by advocates and consumers alike.
TACTIC	A specific action and/or technique intended to achieve a limited, short-term objective. Tactics may be employed by advocates and consumers alike. Tactics are also subparts of a strategy.

APPENDIX A

Instrument Development Discussion

Development of the Operation Guidance Product Survey

The OGPS consisted of three major constructs which were defined in the section on instrumentation: (1) involvement; (2) attitudes; and (3) expectations. The instrument was designed to assess the response of the faculty and staff of each of the six schools to Operation Guidance at three different points in time over the last school year in which each were formally participating with the CVE.

The three constructs of the OGPS were selected by the research staff as reasonable and logical areas to consider with respect to how a faculty and staff could respond to the implementation of the product. The construct of knowledge of OG was initially considered but discarded because of the difficulty in determining agreement of criteria which would represent a knowledge of the system. The biographical demographics were selected as primary descriptors of who each individual respondent was and what kind of professional role they carried out in the school. These descriptors were used in analyzing variations in the scales on the OGPS. A more detailed discussion of the reasons for this analysis and the result is provided in the main body of the report entitled "Operation Guidance Product Survey Relational Data," which is in the chapter on findings.

Item Generation. The basic process of developing the instrument was the generation of items for the three concepts, the a priori refinement of those items, a pilot test of a draft of the instrument, and a final refinement of the concepts based on the pilot data. After the administration of the instrument to the first sample group another final minor refinement was made for the final data collections. Therefore, there are some minor differences between the structure of the instrument used for the first sample and that used for the second and third sample. The details of these differences are brought out later in this discussion.

The items for the three concepts were generated cooperatively between the research and development staffs of OG. The research staff wrote some example items and then submitted these to selected members of the development staff. All of these items were then reviewed by the research staff: (1) for conciseness and singularity of content, and (2) for duplication of content. The items remaining after this review became the substance of the pilot test instrument.

Pilot Test. Sites A and B were selected as the pilot sites because they had been involved for a longer period of time. All members of the faculty and staff were asked to respond to the OGPS pilot instrument in the two schools.

Table 1 gives a breakdown of the return data on the pilot test of the OGPS. It was necessary to eliminate sixteen questionnaires from the analysis due to missing data. An arbitrary limit of more than 10 percent blank responses was used as a criterion for elimination.

In addition to the questionnaire responses, a research staff member interviewed a selected set of from ten to fifteen members of the faculty and staff of each of the pilot data sites. The interview of faculty and staff was for the purpose of subjectively assessing whether the OGPS was communicating what it was intended to communicate, and also whether there were any objectionable qualities about the OGPS. Figure 1 is a sample of the type of questions put to these selected respondents.

Several forms of data and analysis were used to revise the instrument. The readability level of the instrument was determined through the use of the Dale and Chall formula (Dale, 1949). It was found that the reading grade level for the questionnaire was ninth to tenth grade. Frequencies, means, and standard deviations were calculated for the response categories to determine if the items were assessing any variance of opinion. The result of this analysis was the elimination of a few items and the rewording of some others.

Another form of analysis which was used on the pilot data was factor analysis. The attitude items and expectations items were not assumed to reflect unidiminsional concepts. Therefore, to determine the underlying structure of the responses in each of these constructs, a factor analysis of each of the data sets was performed. A principal component analysis with the input matrix as the sum of the cross products of the raw scores among subjects was used due to two reasons: (1) the desire to allow individual differences of respondents to play a major role in determining the factors; and (2) the relative success of this method in deriving interpretable factors from similar data collected and analyzed by the research staff (Kester and Hull, 1973).

TABLE 1

Return Data for Pilot Test of the Operation Guidance Project Survey

	Distributed	Returned	Not Useable	Percent Returned	Percent Useable
Site 1	116	65	55	56%	47%
Site 2	49	41	35	83%	71%
TOTAL	165	106	90	64%	54%

FIGURE 1

Operation Guidance Respondent Interview

Were the directions clear to you?

Did you understand the instructions for recording your answers to the questions?

Were you able to respond to all items, especially primary duty, teaching responsibility, and teaching area?

Did you understand the intent of the Involvement Scale?

Were any of the items unclear or difficult to answer?

Were any items not grammatically correct?

Did you understand the intent of the Attitude Scale?

Were any of the items unclear or difficult to answer?

Were any items not grammatically correct?

Did you have any problems rating the items given the five-point scale?

Did you understand the intent of the Expectation Scale?

Were any of the items unclear or difficult to answer?

Were any items not grammatically correct?

Did you have any problems rating the items using the five-point scale?

To determine the basic factor structure, ten factors (unrotated and varimax rotated) were called for each of the two sets. Figures 2 and 3 give a graph of the Eigen values for each of the sets. Based on an interpretation of the factors and the Eigen value distribution factor sets (unrotated and varimax rotated) of two, three, and four were called for both the attitude data and the rotated three factor solution for the expectations data.

The interpretations were done through an analysis of the content of the ten highest rank ordered items of each factor. Research staff members analyzed and interpreted them separately and then as a group until consensus was reached as to the factor set which "best" described the data set.

Once the factors and interpretation had been finalized items were selected from the factor structure to represent subscales of each of the two concepts--attitudes and expectations. The attitude concept and scale consisted of four subscales and the expectations concept and scale consisted of three subscales. The criteria for selecting items from the factor structure to represent each subscale were: (1) to use items which were relatively high in the ranked order of items by factor; and (2) to use items which were representative of only one factor. When items were represented on two or more factors, the item was assigned to one subscale on the basis of the highest rank ordering of that item. Appendix C presents each subscale with the content of the items. The operational or interpretation definition of each of the subscales was provided previously in the section discussing instrumentation.

Refinement. After the first administration of the OGPS to a 25 percent random sample of the faculty and staff of each of the six OG field sites a second refinement of the instrument was made. This refinement was designed primarily to reduce the number of items necessary to sufficiently represent the four subscales of attitudes and the three subscales of expectations. An item analysis of each of the subscales was made.

The Item-Test (IT) correlations for the appropriateness subscale ran from .43 to .83. On the basis of this data items 27, 28, 29, and 41 were eliminated. The Kuder-Richardson (Formula 8) (KR[8]) reliability coefficient for the unrevised subscale was .91.

The IT's for the technical adequacy subscale ranged from .65 to .82. Only one item was eliminated from this scale--item 44. The IR(8) for the unrevised subscale was .90.

The IT's for the central support subscale were from .52 to .73 and the KR(8) was .80. Based on this data and an analysis of the content items 30 and 45 were eliminated.

FIGURE 2

CHART OF EIGENVALUES FOR THE ATTITUDE FACTORS

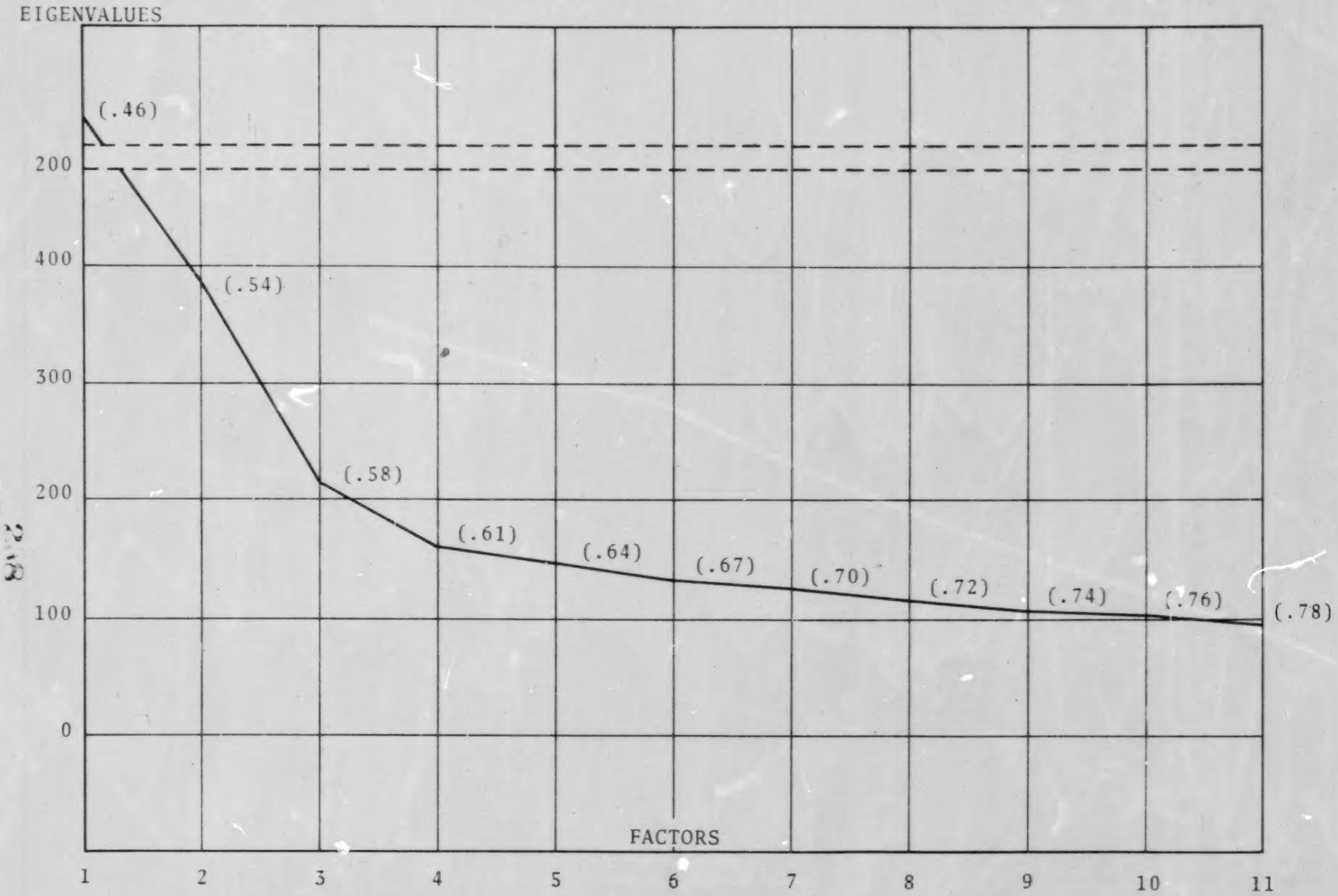
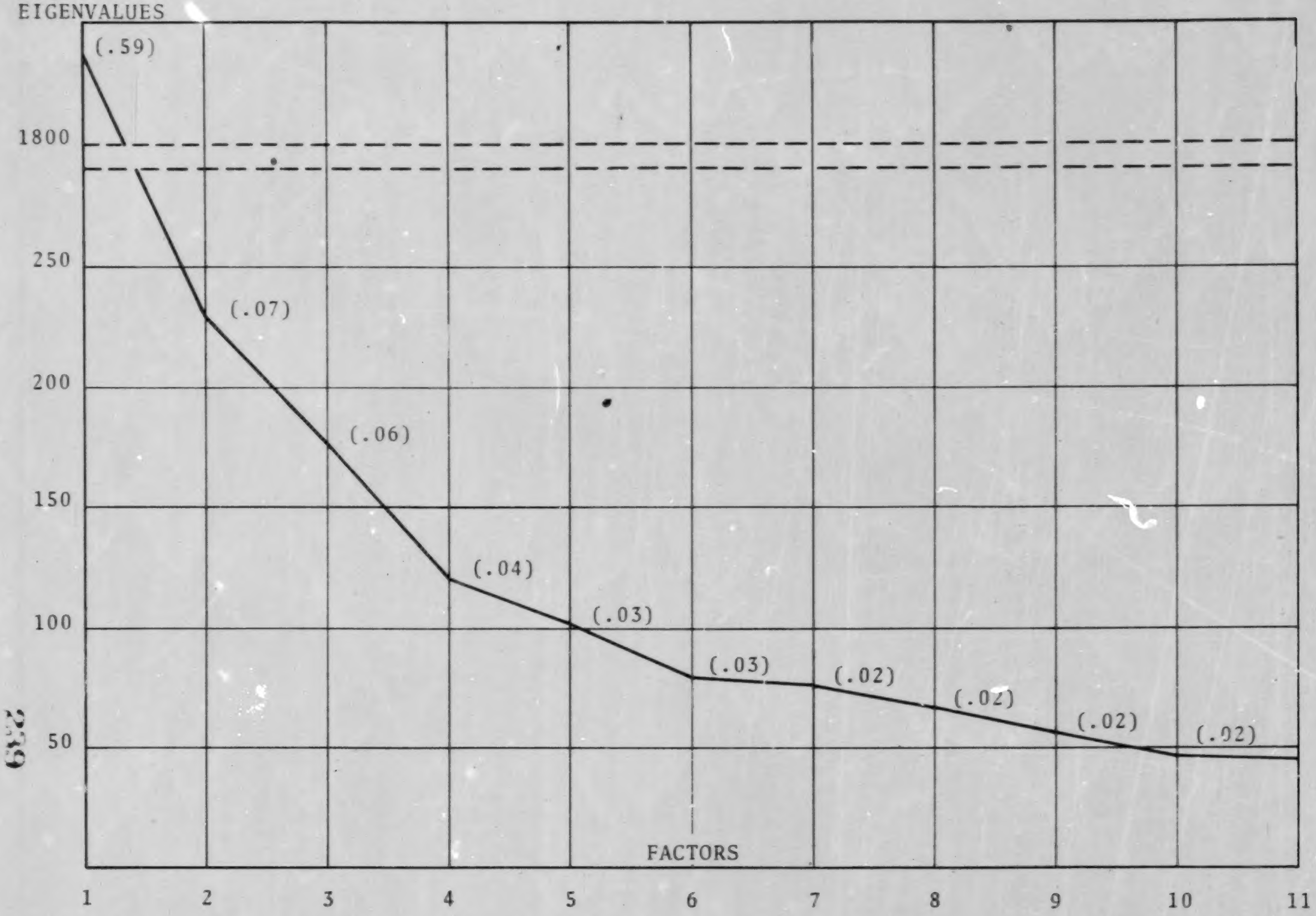


FIGURE 3

CHART OF EIGENVALUES FOR THE EXPECTATION FACTORS



The IT's for the personal relevance subscale ranged from .24 to .81 and the KR(8) was .84. Items 24 and 35 were eliminated from this set.

The IT's for the better guidance subscale of the expectations scale ranged from .65 to .88. The IR(8) was .95. Four items (56, 66, 71, and 76) were eliminated.

The IT's for the new relationships and responsiblities subscale ranged from -.07 to .70 and the KR(8) was .66. Based on this data item 64 with the -.07 should have been eliminated. However, in the process of transferring these results to actually eliminating it from the instrument this item was not taken off the scale. Since it was planned that it should, it would have left only four items for that scale. So a new item was added; "result in a better relationship between teachers and counselors." This meant that the final scale, because of the mistake, has six items.

The IT's for the efficient use of existing resources subscale ranged from .35 to .73 and had a KR(8) of .74. One item (57) was eliminated from this scale.

The only other revisions made to the total OGPS instrument was to add an item between the demographics and the involvement scale which stated, "Have you ever heard of Operation Guidance?" and secondly to edit three or four of the items in order to make them more understandable.

In order to validate the internal consistency of the scales over the other two administrations both KR(8) and Alpha coefficients were calculated on the subscales. These data are provided on Table 2.

TABLE 2

Reliability Coefficients for the Operation Guidance Product Survey

Subscale Labels	Sample 1 KR(8)	Sample 2 KR(8)	Sample 2 Alpha Coefficients	Sample 3 KR(8)	Sample 3 Alpha Coefficients
Appropriateness	.910	.904	.863	.903	.861
Technical Adequacy	.897	.876	.819	.828	.748
General Support	.804	.748	.621	.748	.617
Personal Relevance	.844	.911	.860	.890	.821
Better Guidance	.952	.947	.928	.951	.933
New Roles/ Relationships	.661	.837	.697	.826	.675
Efficient Use of Resources	.739	.804	.669	.818	.693

APPENDIX B

Orientation of the Operation Guidance Field Associates

The diffusion program staff conducted a two-day workshop on August 22 and 23, 1973 for five operation guidance field associates. (One field associate was not in attendance. This field associate was informed of the proceedings at a later date.) The main intent of the meeting was to provide the field associates with a basic orientation to the diffusion program. The workshop also focused on explaining to the field associates the role of the diffusion program with Operation Guidance. Another objective of the workshop was to inform the field associates of the data collection activities that will be occurring at their schools for the 1973-74 school year. A final objective of the workshop was to involve the field associates in several simulation activities. The expected outcome of the simulation activities would enable the field associates to become more sensitive to recording, reporting, and classifying "critical incidents."

Introduction to the Workshop

The significance of the diffusion program staff acting as consultant to Operation Guidance was made explicit during the introductory remarks. This was important because of previous contractual agreements between the Operation Guidance project, National Institute of Education, the states in which the field sites are located, and the local schools involved. The diffusion program staff's intentions of investigating the adoption process at each local school was also explained to the field associates.

A packet of materials was given to each of the five field associates. This packet consisted of eight pieces of information. Listed below are the titles of each piece:

1. Data collection schedule;
2. Program activities with Operation Guidance field sites during the 1973-74 school year;
3. Record data from Operation Guidance sites;

4. What is a critical incident?;

5. Outline - critical incident record (positive/negative);

6. Definition of framework

    a. innovation characteristics
    b. strategies
    c. organizational characteristics;

7. Matrix - consisting of the client, innovation, and strategy characteristics; and

8. Workshop simulation worksheet

Data Collection Activities

Initially the field associates were given the responsibility of recording demographic data taken from existing files within their school and community. This information was to be recorded on the "Record Data from Operation Guidance Sites" instrument. This instrument was to be returned to the Operation Guidance staff after completion.

Secondly, the field associates familiarized themselves with the form titled, "Program Activities with Operation Guidance Field Sites During the 1973-74 School Year." This form listed the activities, the objectives, the field associate's responsibilities, and the diffusion staff responsibilities during the 1973-74 school year. The field associates were also requested to provide the diffusion program staff with a list of all faculty/staff in their school.

The first random sample (25 percent) of the faculty/staff at each school would be taken from the lists provided by the field associates. The field associate gave each sampled respondent the "Operation Guidance Product Survey." This instrument was not included in the packet because it was being revised. The Operation Guidance Product Survey instrument was sent to the field associate after the faculty/staff lists had been received by the Operation Guidance staff. The diffusion program sent the field associate instructions for administering each monitoring data set.

The data collection activities occurred three times[a] during the 1973-74 school year at each local site. The "data collection schedule" provides a graphic representation of the data collection activities. The "fall data collection" activity occurred at the end of September and early October. The objectives of the fall data collection activity were twofold:

---

[a] Initially, four data collection activities were scheduled, but due to time constraints, three samples were taken.

a. Collect setting demographic data from records,

b. Collect first sample (25 percent) of monitoring data.

The second data collection activity occurred during the months of November and December. The objective of this data collection activity was to collect the second sample (25 percent) of monitoring data. The field associates passed out and collected the monitoring instrument (Operation Guidance Product Survey) for the second sample of respondents designated by the diffusion program staff. The diffusion program staff provided the field associates with instruments, and instructions for administering the second monitoring data set.

The "spring data collection" or third data collection activity occurred during the months of May and June. The objectives and responsibilities are similar to the other two data collection activities.

Simulation Activities

The main objectives of the simulation activities were:

1. Provide the field associates with a functional definition of a "critical incident;"
2. Provide the field associates with a methodology for recording, reporting, and classifying critical incidents;
3. Provide the field associates with a telephone schedule for follow-up conversations concerning critical incidents;
4. Provide the field associates with a description of previous researched variables that may influence the adoption process; and
5. Provide the field associate with simulated excercises for reporting, recording, classifying, critical incidents.

The definition of a critical incident is located in the form titled, "What is a critical incident?" A critical incident refers to "unusual" or reoccurring "problems" which have or are occurring relative to Operation Guidance activities. Critical incidents are both positive and negative incidents that tend to facilitate/hinder the acceptance of Operation Guidance.

The "weekly activity summary" log was the form used for recording critical incidents. This weekly summary log was provided by the Operation Guidance staff. The diffusion program staff selected various critical incidents and telephoned the field associates for further explanation. During the telephone conversation the diffusion program staff was interested in gaining more information on each incident concerning certain categories that were important to the acceptance or rejection of Operation Guidance. The follow-up telephone conversations occurred during the second and fourth Thursday of each month. The first conversation with the field associates via "telecon" occurred during the month of October, after the first field site visit to each of the six schools.

A description of the previous researched variables which may influence the adoption process were outlined on the form "Critical Incident Record (positive/negative)." For further explanation to those factors which are envisioned as being crucial to the adoption process, refer to the form titled, "Client Characteristics." This latter form provides a description of the client characteristics, innovation characteristics, strategies, and organizational characteristics.

The field associates were asked to classify one critical incident that occurred at their school based on the client, innovation, strategies and organizational characteristics. The field associates recorded their response on the "workshop simulation worksheet." The diffusion program staff aided the field associates in classifying critical incidents which they mentioned during the simulation session. In addition to the workshop simulation worksheet, the field associates were given a matrix that also included those characteristics identified by the diffusion research program. The matrix was used to present a clearer picture of the interrelationship between the client, innovation, and strategy characteristics.

The outcome of the simulation activities was threefold:

1. The field associates became more sensitive to the reporting, recording, and classifying of critical incidents;

2. The field associates became more sensitive to events that may effect the acceptance of Operation Guidance; and

3. The field associates and the diffusion program staff were able to communicate the processes involved in critical incident monitoring.

APPENDIX C

SAMPLES OF DATA COLLECTION DEVISES

OPERATION GUIDANCE PRODUCT SURVEY

DIRECTIONS: This information is being gathered for the purpose of evaluating Operation Guidance materials and procedures. Please respond to three brief sets of questions. The first set identifies your involvement in, contact with, or exposure to the Operation Guidance project in your school. The second set concerns your attitude about various aspects of the project. The third set deals with your expectations for the Operation Guidance System. Your answers will be kept strictly confidential. The information from this survey will be presented as a group analysis and no organization or participant will be identified. If you chose to do so, you may elect not to participate in this survey. Please answer the following biographical information prior to beginning the survey.

For Center Use Only
☐ ☐ ☐ ☐ [1] 5

1. Age (check one): ___1. Under 30; ___2. 30-44; ___3. 45 and over ☐

2. Sex: ___1. Male; ___2. Female ☐

3. Ethnic Class (optional): ___1. Black; ___2. White; ___3. Other (specify)___________ ☐

4. Primary Duty (check one): ___1. Administration; ___2. Supervision; ___3. Counseling; ___4. Teaching; ___5. Other (specify)________
____ ☐

5. Do you have teaching responsibilities? ___No, ___Yes ☐ 10

6.-10. If yes, check all that apply: ___1. 8th; ___2. 9th; ___3. 10th; ___4. 11th; ___5. 12th ☐ ☐ ☐ ☐ ☐ 15

11. Number of years in present school system_____. ☐ ☐ 17

12. Total years professional education (e.g., teacher, counselor, administrator) experience ____________________. ☐ ☐

13. Primary teaching area (check one):
___1. None
___2. Vocational or Occupational Education
___3. Practical Arts (General Home Economics, Industrial Arts, etc.)

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13. cont'd.
___4. Humanities
___5. Science or Mathematics
___6. Physical Education ☐ 20
___7. Other (specify)________________________

14. Have you ever heard of Operation Guidance? ☐
___Yes ___No

If you answered Yes on question 14, please continue on the following sections. If you answered No, you may choose not to complete the remainder of the survey.

INVOLVEMENT SCALE

Check all activities which apply to your involvement with Operation Guidance.

___15. I attended an orientation meeting concerning Operation Guidance. ☐

___16. I am or have been a member of the Steering Committee. ☐

___17. I have discussed Operation Guidance with my colleagues other than in a meeting scheduled for that purpose. ☐

___18. I have been on the following task forces (please check the names of the task forces): ☐ 25
___19. Data Collection Task Force ☐
___20. Data Analysis Task Force ☐
___21. Data Interpretation Task Force ☐
___22. Behavioral Objectives Task Force ☐
___23. Resource Identification Task Force ☐ 30
___24. Methods Analysis Task Force ☐
___25. Context Evaluation Task Force ☐
___26-28. Other________________________ ☐☐☐ 35
(specify)

___29. I have provided information for the Operation Guidance project. ☐

___30. I have discussed Operation Guidance with persons other than my colleagues (parents, friends, etc.). ☐

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___31. I have been or am the chairman of a task force. ☐

___32. I have attended a school board meeting where they have discussed Operation Guidance. ☐

___33. I have recommended persons (colleagues, parents, or students) to serve on a task force. ☐ 40

___34. I have asked for additional information concerning Operation Guidance. ☐

___35. I have tried to convince a colleague that Operation Guidance would be needed for this school. ☐

___36. I am or was a member of the Advisory Committee. ☐

___37. I have been at a department meeting where Operation Guidance was discussed. ☐

___38. I have provided information about Operation Guidance to students. ☐

___39. I have released students from my class to work on task forces. ☐ 46

ATTITUDE SCALE

Read each statement in this section and respond on the basis of your perceptions toward each statement. For instance, if you strongly agree with a statement, you would indicate so by circling the letter, SA (strongly agree). If you strongly disagree, you would circle SD (strongly disagree). If you are unsure, you would circle U (uncertain). Again, the scale is as follows:

SD - Strongly Disagree
D - Disagree
U - Uncertain
A - Agree
SA - Strongly Agree

☐ ☐ ☐ ☐ 2 5

40. A system like Operation Guidance is something we have needed for a long time. SD D U A SA ☐ 6

			For Center Use Only
41.	Operation Guidance is a very exciting and challenging project.	SD D U A SA	☐
42.	Operation Guidance has caused me to become more aware of the role of career guidance in the school.	SD D U A SA	☐
43.	Operation Guidance provides a means for better accomplishing some of my own professional goals.	SD D U A SA	☐
44.	The ultimate purpose of Operation Guidance is not clear to me at all.	SD D U A SA	☐ 10
45.	The fact that Operation Guidance was developed at a national research and development center will assist in its acceptance.	SD D U A SA	☐
46.	Operation Guidance makes sense to me.	SD D U A SA	☐
47.	Operation Guidance is strongly supported by parents and the community.	SD D U A SA	☐
48.	Most of the faculty/staff members that I know are supportive of Operation Guidance.	SD D U A SA	☐
49.	Operation Guidance is strongly supported by the administration of the school.	SD D U A SA	☐ 15
50.	The Operation Guidance system provides an excellent opportunity for our total staff to explore some important aspects of our school's goals.	SD D U A SA	☐
51.	At this time, the faculty/staff can be characterized as being rather passive in their reactions to Operation Guidance.	SD D U A SA	☐

			For Center Use Only
52.	I don't understand the Operation Guidance orientation and materials.	SD D U A SA	☐
53.	Operation Guidance really has no attainable goals.	SD D U A SA	☐
54.	Operation Guidance has not met my expectations at this time.	SD D U A SA	☐ 20
55.	Operation Guidance procedures and materials are too wordy, cumbersome, repetitious, and awkward to use.	SD D U A SA	☐
56.	Operation Guidance is not appropriate for our school.	SD D U A SA	☐
57.	Operation Guidance specifies too many time-consuming, clerical tasks for teachers.	SD D U A SA	☐
58.	Operation Guidance touches on some areas that are of great concern to me.	SD D U A SA	☐
59.	Our present guidance program does not need the Operation Guidance System.	SD D U A SA	☐ 25
60.	I feel it is unwise to attempt to adopt a system such as Operation Guidance at this time.	SD D U A SA	☐
61.	Innovations have come and gone; Operation Guidance will fall into the same pattern.	SD D U A SA	☐
62.	All of the school's counselors are supportive of Operation Guidance.	SD D U A SA	☐ 28

EXPECTATIONS SCALE

Read each statement and record your response by circling one of the letter codes to the right. For instance, if your opinion is that Operation Guidance is very unlikely to result in the ultimate outcome specified by the item, you would indicate this by circling the letter VU (very unlikely). If you feel that Operation Guidance is likely to result in that outcome, you would circle the letter L (likely). If you are undecided at this time, circle the letter N (undecided). Again, the scale is:

VU - Very Unlikely
U - Unlikely
N - Undecided
L - Likely
VL - Very Likely

How likely is it that Operation Guidance will:		For Center Use Only
63. result in a better relationship between teachers and counselors?	VU U N L VL	☐ 29
64. allow us to better determine the guidance needs of our students?	VU U N L VL	☐
65. result in a better relationship between the school and parents?	VU U N L VL	☐
66. result in a better relationship between the school and the community?	VU U N L VL	☐
67. result in some efficient uses of guidance resources?	VU U N L VL	☐
68. make significant contributions to present guidance procedures?	VU U N L VL	☐
69. have great potential for directing students toward worthwhile goals?	VU U N L VL	☐ 35
70. not result in anything better than we presently have in guidance?	VU U N L VL	☐

		For Center Use Only
71. meet the needs of all students who can benefit from career guidance?	VU U N L VL	☐
72. change my total professional role in guidance?	VU U N L VL	☐
73. provide a better system for meeting career guidance needs of our students?	VU U N L VL	☐
74. increase the amount of staff support for the total guidance program?	VU U N L VL	☐ 40
75. require more work than can be handled by the existing staff?	VU U N L VL	☐
76. assist students in making better career decisions?	VU U N L VL	☐
77. change the way I look at guidance?	VU U N L VL	☐
78. increase the level of responsibility of present guidance staff by involving students, other faculty, and community?	VU U N L VL	☐
79. assist students in making better educational decisions?	VU U N L VL	☐
80. result in the identification and use of resources which are available but not presently being used for guidance activities?	VU U N L VL	☐ 46

THE NEXT AND FINAL TWO QUESTIONS BELOW RELATE TO THE EFFECT AND POTENTIAL FOR CONTINUED USE OF OPERATION GUIDANCE AT YOUR SCHOOL.

81. What changes or effects, if any, can you attribute to the fact that Operation Guidance has been at your school?

82. In this question we are interested in knowing your opinion with regard to whether Operation Guidance will be continued at your

school next year. The answer to such a question may not be clear-cut between yes or no. Therefore, we would appreciate your response to the following:

a. In my opinion Operation Guidance will be continued at our school next year. SD D U A SA (Circle one)

b. The things supporting the continuance of Operation Guidance at our school are:

c. The things operating against the continuance of Operation Guidance at our school are:

USE THE BLANK SPACE BELOW IF YOU NEED MORE SPACE TO WRITE.
THANK YOU FOR YOUR PARTICIPATION.

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites
and According to the Three Administrations

Item No. Sample			Data											
			Sample I				Sample II				Sample III			
1	2/3	Item Content	N	F	X	S.D.	N	F	X	S.D.	N	F	X	S.D.
		I. Biographical Demographics	91				179				185			
	1	Age (check one): ___ 1. Under 30 ___ 2. 30-44 ___ 3. 45 and over		26 41 23				42 87 50				56 88 36		
	2	Sex: ___ 1. Male ___ 2. Female		38 52				86 92				79 100		
	3	Ethnic Class (optional): ___ 1. Black ___ 2. White ___ 3. Other (Specify)		32 55 1				43 126 3				78 142 3		
	4	Primary Duty (check one): ___ 1. Administration ___ 2. Supervision ___ 3. Counseling ___ 4. Teaching ___ 5. Other (specify)		4 1 7 74 4				5 1 10 157 6				1 4 12 164 2		
	5	Do you have teaching responsibilities? ___ No ___ Yes	10	74				161				16,166		
	6-10	If Yes, check all that apply: ___ 1. 8th ___ 2. 9th ___ 3. 10th ___ 4. 11th ___ 5. 12th						16 50 132 138 135				5 46 138 145 143		
	11	Number of years in present school system _____.		1-13			1-38		8.8	8.0		1-38	8.1	7.2
	12	Total years professional education (e.g., teacher, counselor, administrator) experience _____.		1-42			1-42		11.6	9.1		1-42	10.3	8.4

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Data											
			Sample I				Sample II				Sample III			
1	2/3	Item Content	N	F	X	S.D.	N	F	X	S.D.	N	F	X	S.D.
		I. Biographical Demographics (cont'd.)	91				179				185			
	13	Primary Teaching area (check one):												
		___ 1. None		6				11				7		
		___ 2. Vocational or Occupational Education		9				27				32		
		___ 3. Practical Arts (General Home Economics, Industrial Arts, etc.)		9				17				16		
		___ 4. Humanities		17				47				34		
		___ 5. Science or Mathematics		4				29				11		
		___ 6. Physical Education		21				10				22		
		___ 7. Other (specify) ___________												
	14	Have you ever heard of Operation Guidance? ___ Yes						172				176		
		___ No						5				1		
		II. Involvement												
		Check all activities which apply to your involvement with Operation Guidance.												
9	15	___ I attended an orientation meeting concerning Operation Guidance.		66				38				153		
10	16	___ I am or have been a member of the Steering Committee.		10				28				36		
11	17	___ I have discussed Operation Guidance with my colleagues other than in a meeting scheduled for that purpose.		62				133				150		
12	18	___ I have been on the following task forces (please check the names of the task forces):												
13		___ 19. Data Collection Task Force		18				34				29		
14		___ 20. Data Analysis Task Force		6				16				22		
15		___ 21. Data Interpretation Task Force		2				12				11		

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Sample I				Data Sample II				Sample III			
1	2/3	Item Content	N	F	X	S.D.	N	F	X	S.D.	N	F	X	S.D.
		II. Involvement (cont'd.)	91				179				185			
16		___ 22. Behavioral Objectives Task Force		5				18				28		
17		___ 23. Resource Identification Task Force		1				0				2		
18		___ 24. Methods Analysis Task Force		1				0				7		
19		___ 25. Context Evaluation Task Force		3				1				2		
		___ 26-28. Other (specify) ______________						0				6		
20	29	___ I have provided information for the Operation Guidance project.		45				98				122		
21	30	___ I have discussed Operation Guidance with persons other than my colleagues (parents, friends, etc.).		45				87				84		
22	31	___ I have been or am the chairman of a task force.		2				13				12		
23	32	___ I have attended a school board meeting where they have discussed Operation Guidance.		4				10				4		
24	33	___ I have recommended persons (colleagues, parents, or students) to serve on a task force.		18				42				46		
25	34	___ I have asked for additional information concerning Operation Guidance.		25				64				81		
26	35	___ I have tried to convince a colleague that Operation Guidance would be needed for this school.		17				39				42		
27	36	___ I am or was a member of the Advisory Committee.		4				14				8		
28	37	___ I have been at a department meeting where Operation Guidance was discussed.		38				94				103		
29	38	___ I have provided information about Operation Guidance to students.		33				85				98		
30	39	___ I have released students from my class to work on task forces.		41				95				100		

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Data																				
			Sample I							Sample II							Sample III						
1	2/3	Item Content	N	F				X	S.D.	N	F				X	S.D.	N	F				X	S.D.
		III. Attitudes	91							179							185						
		A. Appropriateness	SD	D	U	A	SA			SD	D	U	A	SA			SD	D	U	A	SA		
25	40	A system like Operation Guidance is something we have needed for a long time.	2	8	28	32	20	3.7	.99	2	6	56	76	38	3.8	.9	3	11	46	94	31	3.8	.9
-27		If other persons were not supporting Operation Guidance, I probably wouldn't either.	14	41	16	14	4	2.5	1.1														
-28		I feel students should not be represented on the steering committee.	37	35	13	1	4	1.9	.99														
29		Operation Guidance system provides the opportunity for students to have say in their educational programs.	1	1	17	57	14	3.9	.69														
40	50	The Operation Guidance system provides an excellent opportunity for our total staff to explore some important aspects of our school's goals.	2	7	26	39	14	3.6	.92	0	14	47	86	31	3.7	.9	5	11	47	100	20	3.6	.9
-41		Operation Guidance is only appropriate for vocational high schools.	25	41	17	4	1	2.0	.87														
-46	-53	Operation Guidance really has no attainable goals.	17	44	25	3	1	2.2	.82	37	83	53	4	1	2.1	.8	34	97	46	6	1	2.1	.8
-49	-56	Operation Guidance is not appropriate for our school.	14	41	33	2	0	2.3	.74	32	83	59	4	0	2.1	.8	31	89	57	4	2	2.1	.8
-52	-59	Our present guidance program does not need the Operation Guidance System.	19	37	28	4	1	2.2	.87								27	87	53	13	2	2.2	.9
-53	-60	I feel it is unwise to attempt to adopt a system such as Operation Guidance at this time.	13	35	37	3	1	2.4	.81	31	77	63	5	2	2.3	.8	26	83	58	12	4	2.3	.9

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Data																			
			Sample I							Sample II							Sample III						
1	2/3	Item Content	N	F				X	S.D.	N	F				X	S.D.	N	F				X	S.D.
		III. Attitudes (cont'd.)	91							179							185						
		B. Technical Adequacy	SD	D	U	A	SA			SD	D	U	A	SA			SD	D	U	A	SA		
-33	44	The ultimate purpose of Operation Guidance is not clear to me at all.	11	34	10	27	8	2.9	1.2	21	73	28	35	21	2.7	1.2	24	84	22	37	15	2.6	1.2
-42	51	At this time, the faculty/staff can be characterized as being rather passive in their reactions to Operation Guidance.	3	11	20	43	12	3.6	.98	4	13	59	88	12	3.5	.9	2	21	43	97	21	3.6	.9
-43	52	I don't understand the Operation Guidance orientation and materials.	10	44	15	18	2	2.5	1.0	13	97	29	29	9	2.5	1.0	16	94	36	27	8	2.4	1.0
-44		Our guidance staff should be competent enough to devise an appropriate set of guidance procedures and goals without the assistance of a system such as Operation Guidance.	13	27	22	18	8	2.8	1.2														
-47	54	Operation Guidance has not met my expectations at this time.	7	18	36	21	8	3.1	1.0	14	42	69	41	11	2.9	1.1	7	41	61	62	11	3.1	1.0
-48	55	Operation Guidance procedures and materials are too wordy, cumbersome, repetitious, and awkward to use.	5	26	35	19	5	2.9	.97	13	47	67	40	10	2.9	1.0	6	45	56	58	18	3.1	1.0
-54	61	Innovations have come and gone; Operation Guidance will fall into the same pattern.	9	19	43	10	8	2.9	1.0	10	43	83	35	6	2.9	.9	8	28	101	32	13	3.0	.9
		C. General Support																					
30		Operation Guidance is strongly supported by the school board.	0	2	55	25	6	3.4	.65														
34	45	The fact that Operation Guidance was developed at a national research and development center will assist in its acceptance.	4	18	39	23	6	3.1	.94	13	41	57	56	10	3.0	1.1	13	36	81	4	8	3.0	.9

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Sample I							Data Sample II							Sample III						
1	2/3	Item Content	N	F				X	S.D.	N	F				X	S.D.	N	F				X	S.D.
		III. Attitudes (cont'd.)	91							179							185						
		C. General Support (cont'd.)	SD	D	U	A	SA			SD	D	U	A	SA			SD	D	U	A	SA		
37	47	Operation Guidance is strongly supported by parents and the community.	4	13	62	6	3	2.9	.72	4	24	133	13	3	2.9	.7	14	30	125	14	2	2.7	.7
38	48	Most of the faculty/staff members that I know are supportive of Operation Guidance.	4	17	37	26	6	3.1	.95	1	30	74	63	8	3.2	.9	10	39	60	67	7	3.0	1.0
39	49	Operation Guidance is strongly supported by the administration of the school.	2	6	30	37	15	3.6	.91	4	4	42	92	36	3.8	.9	7	7	52	86	31	3.6	.9
45		The use of task forces is an efficient way of doing the work necessary for Operation Guidance.	0	3	31	48	8	3.7	.68														
-50	-57	Operation Guidance specifies too many time-consuming, clerical tasks for teachers.	9	23	23	27	8	3.0	1.1	10	77	55	27	9	2.7	1.0	6	60	58	49	10	3.0	1.0
55	62	All of the school's counselors are supportive of Operation Guidance.	5	2	52	24	5	3.3	.83	10	43	83	35	6	3.2	.8	5	11	107	51	9	3.2	.8
		D. Personal Relevance																					
24		The selection of task force members by the steering committee is efficient.	1	0	36	33	16	3.7	.80														
26	41	Operation Guidance is a very exciting and challenging project.	3	11	35	33	8	3.4	.92	8	19	69	69	13	3.3	1.0	9	29	64	70	13	3.2	.9
31	42	Operation Guidance has caused me to become more aware of the role of career guidance in the school.	5	10	18	48	7	3.5	.99	5	27	32	87	27	3.6	1.0	11	32	23	93	26	3.4	.1
32	43	Operation Guidance provides a means for better accomplishing of my own professional goals.	4	17	37	27	5	3.1	.93	6	28	73	55	15	3.2	1.0	8	39	65	58	12	3.0	1.0

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites
and According to the Three Administrations (cont'd.)

Item No. Sample			Sample I							Data Sample II							Sample III						
1	2/3	Item Content	N	F				X	S.D.	N	F				X	S.D.	N	F				X	S.D.
		III. Attitudes (cont'd.)	91							179							185						
		D. Personal Relevance (cont'd.)	SD	D	U	A	SA			SD	D	U	A	SA			SD	D	U	A	SA		
35		Administrators do not provide enough time for faculty and staff to work on Operation Guidance.	2	6	28	38	15	3.7	.91														
36	46	Operation Guidance makes sense to me.	2	6	21	47	13	3.7	.88	5	12	42	93	26	3.7	.9	8	14	33	111	19	3.6	.9
51	58	Operation Guidance touches on some areas that are of great concern to me.	0	6	22	48	14	3.8	.79	2	7	39	96	34	3.8	.9	1	7	34	115	25	3.7	.8
		IV. Expectations																					
		A. Better Guidance	VU	U	N	L	VL			VU	U	N	L	VL			VU	U	N	L	VL		
56		Provide specific techniques for dealing with student career guidance problems.	2	9	25	44	10	3.6	.90														
58	64	Allow us to better determine the guidance needs of our students.	1	3	20	46	20	3.9	.82	1	7	28	95	47	4.0	.8	5	13	29	104	33	3.7	.9
62	68	Make significant contributions to present guidance procedures.	0	4	25	43	18	3.8	.79	2	7	46	85	38	3.8	.9	3	14	49	89	29	3.6	.9
63	69	Have great potential for directing students toward worthwhile goals.	0	6	18	44	22	3.9	.84	2	14	37	84	41	3.8	.9	3	17	41	86	37	3.7	.9
66		Increase the amount of administrative support for the total guidance program.	1	6	30	45	8	3.6	.79														
68	73	Provide a better system for meeting career guidance needs of our students.	2	1	24	48	15	3.8	.80	1	7	36	102	32	3.8	.8	2	10	40	105	26	3.7	.9
69	74	Increase the amount of staff support for the total guidance program.	2	8	30	40	10	3.5	.88	2	12	70	80	13	3.5	.9	7	22	59	83	11	3.3	1.0

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample 1	2/3	Item Content	Sample I							Data Sample II							Sample III						
			N	F				X	S.D.	N	F				X	S.D.	N	F				X	S.D.
		IV. Expectations (cont'd.)	91							179							185						
		A. Better Guidance (cont'd.)	VU	U	N	L	VL			VU	U	N	L	VL			VU	U	N	L	VL		
71		Increase teacher involvement in career guidance activities for students.	0	3	23	52	11	3.8	.69														
72	76	Assist students in making better career decisions.	1	4	18	49	16	3.9	.81	0	8	26	102	42	4.0	.8	2	10	33	106	32	3.8	.9
75	79	Assist students in making better educational decisions.	2	2	19	48	19	3.9	.84	0	8	33	103	33	3.9	.8	4	11	40	101	27	3.7	.9
76		Increase the amount of contact the guidance program has with students.	2	3	17	51	17	3.9	.83														
		B. New Roles and Relationships																					
59	65	Result in a better relationship between the school and parents.	0	12	22	40	16	3.7	.92	4	24	51	71	28	3.5	1.0	4	23	49	90	18	3.4	.9
60	66	Result in a better relationship between the school and the community.	0	13	19	44	14	3.7	.91	5	19	54	74	26	3.5	1.0	4	22	51	88	19	3.5	.9
64	70	Not result in anything better than we presently have in guidance.	13	36	25	11	2	2.5	.97	20	84	50	14	9	2.5	1.0	22	81	59	16	6	2.4	.9
67	72	Change my total professional role in guidance.	5	20	33	27	4	3.1	.96	12	53	70	34	9	2.8	1.0	15	51	72	40	6	2.8	1.0
73	77	Change the way I look at guidance.	5	27	18	34	6	3.1	1.1	13	32	54	59	19	3.2	1.1	15	33	62	67	6	3.0	1.0
	63	Result in better relationship between teachers and counselors.								7	21	55	75	20	3.4	1.0	10	33	55	68	18	3.2	1.0
		C. Efficient Use of Resources																					
-57		Require more man hours or faculty than our present guidance program.	1	8	22	40	18	3.7	.92														
61	67	Result in some efficient uses of guidance resources.	0	5	21	46	18	3.9	.80	1	2	29	109	37	4.0	.7	3	9	32	100	40	3.8	.9

Appendix D

Operation Guidance Product Survey Frequency Data Across Sites and According to the Three Administrations (cont'd.)

Item No. Sample			Data																							
			Sample I								Sample II								Sample III							
1	2/3	Item Content	N	F					X	S.D.	N	F					X	S.D.	N	F					X	S.D.
		IV. Expectations (cont'd.)	91								179								185							
		C. Efficient Use of Resources (cont'd.)	VU	U	N	L	VL				VU	U	N	L	VL				VU	U	N	L	VL			
65	71	Meet the needs of all students who can benefit from career guidance.	7	19	30	30	4		3.1	1.0	6	40	52	63	17		3.2	1.0	14	38	50	71	10		3.1	1.0
-70	75	Require more work than can be handled by the existing staff.	2	16	29	31	12		3.4	1.0	8	47	71	41	11		3.0	1.0	4	44	73	45	16		3.0	1.0
74	-78	Increase the level or responsibility of present guidance staff by involving students, other faculty, and community.	1	7	20	46	16		3.8	.87	2	10	41	96	28		3.7	.9	4	18	55	88	18		3.4	1.0
77	80	Result in the identification and use of resources which are available but not presently being used for guidance activities.	1	6	22	44	17		3.8	.87	1	10	45	88	33		3.8	.9	4	9	47	97	24		3.6	1.0
82		In this question we are interested in knowing your opinion with regard to whether Operation Guidance will be continued at your school next year. The answer to such a question may not be clear cut between yes or no. Therefore, we would appreciate your response to the following:																								
		a. In my opinion Operation Guidance will be continued at our school next year.																								

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE C		
Comments: I could comment more intelligently if I had been more directly involved in this program. So far, my only information about O.G. has been the principal's initial remarks in faculty meetings and a few casual conversations with the director. My original impression was quite favorable, but I have not facts or further data on which to make a good judgment. Please understand that I know nothing about O.G. Why I am uninformed is probably my fault; therefore, I feel that it is facetious of me to answer this questionnaire. When answering some of the questions, I could only make assumptions as to what O.G. is.	Items: 68. Don't know present procedures. General Comments: I feel that provisions are inadequate to reach the objectives although I can see the possibilities if adequate provisions, such as more counselors, planning time, etc. are provided. My indecisions are due to my uncertainty about provisions as expressed. While the potential for significant contributions by operation guidance is apparent, the danger is present that the project will be killed by apathy, red tape, or by its own general or broad scope.	Items: 81. That all teachers here given the opportunity to observe classes. Student-teacher attitudes toward the guidance program I have noticed a heightened interest on part of faculty and students in seeking out vocational information and I feel this is due, at least in part to Operation Guidance. There has been increased concern on the part of students and teachers in regards to careers. Much greater awareness that students need ? methods of getting help to students. Have not observed any yet Students are better informed on careers. I can't think of any right now. Students may be more aware of career opportunities. None Students are beginning to be aware of the need for decisions now about careers

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE C (cont.)		
		81.(cont.) and plan courses around their individual needs rather than just what they want to take.
		Vocational students have benefited in the Career Guidance area.
		After the point where I was working on a task force, I have seen no change——
		None of importance
		None
		There have been changes only amoung the faculty at this particular time, however in the future once Operation Guidance is in full force the students will benefit
		I have not observed definite changes or effects althouth I had expected both.
		82.(b) Administration
		Administration, merit, staff
		Interest of administration, faculty, students
		Faculty and student involvement in the program just prior to the closing of school created enough interest to cause a continuing hunger for the final outcome.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE C(cont.)		
		82.(b), (cont.)
		Need for students to be more aware of machinery of job applying and long range plan
		Acceptance of the program by the staff
		Operation Guidance has gotten into the classroom
		The Board of Education, school staff, and students
		?
		None
		The work that has been done to implement some of the activities involving O.G.
		I do not know
		82.(c)
		Some faculty
		unknown
		don't know
		No visual progress
		No evidence of program meaning anything to most people

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE C (cont.)		
		82.(c), (cont.) (money)
		lack of faculty interest and administrative leadership
		Lack of involvement, except by a small portion of the faculty and students. The program needs someone who is more time committed to help get the program in action.
		Unawareness of any result - good , bad, or indifferent!!
		Ineffectiveness of the project
		Comments: All I have observed of O.G. has been meetings and the extensive tape programs, etc. Have not heard reaction of students or faculty - so not able to make sound judgements

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I

SITE D

Items:

27. It depends on their reason a program with little worth would probaly not get to much support.

33. I am not sure any one knows where it will ultimately lead but some university will get grant money and a few graduate students will get doctorate degrees and a few administrators will feel obligated to make some material available or some curriculum additions.

37. They don't know.

38. Because of school coordinator.

They probably are like me and are wondering what will be the ultimate outcome.

43. I understand but I don't think it is effective.

I am not sure the organizations of the program understand it either.

45. It's cheaper than hiring someone.

47. I didn't expect much.

SAMPLE II

Items:

40. To some degree

41. At times

General Comments:

Must we be in the dark about what you learned in the past 1½ years? For example - graduates were polled last year - what were the results? What has actually been done or decided? Why not a monthly bulletin or publication in the Scroll or Valley Times of specifics? I'm really not too involved, so I'm not sure my comments are not too valid in first sections.

I don't even know what it is. Perhaps because of my being on leave last year.

In terms of time, talents and resources, I feel that Operation Guidance has not produced a quality product.

One of the criticism of the written material is that it is often expressed in a manner that is hard to understand, and sometimes the task to perform is not realistic. After talking to one of the representatives, I could better understand that we had more leeway for interpolation than I had reck-

SAMPLE III

Items:

26.-28. Did some survey — checked like this one

40. Have not been in district long enough to evaluate-based upon present setting would say SA !!!!

55.-60. Unable to answer as I know very little about the content

81.

Existance of career information center

Focus attention on the guidance & Career Education aspect, reinforced some pre- that projects like this are too much noise and paperwork and too little value.

Wasted my time and pointed out the proof that some of our counselors are as bad as I had suspected and will remain so forever.

none

I don't know of any

I have personally seen no change except more task force operations.

It has involved staff and students in the Operation Guidance process.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I

SITE D (continued)

Items (continued):

50. Until such time I see some positive follow-up I agree.

66. They will feel obligated.

70. It already has.

Comments:

As you can tell, my knowledge of the total program is very low and very fuzzy.

I could use more information and to its effect on my specific field.

Operation guidance as I see it has accomplished two things: 1. The addition of a good secretary to our staff, and 2. The removal of an excellent counsellor.

I believe this program is going well and on schedule.

I don't feel I know enough about Operation Guidance to make judgments.

SAMPLE II

Comments (continued):

oned before. The problem of time spent by teacher to work on program is another thing. It has been time consuming.

The length of time involved in Operation Guidance has had some disadvantages in that staff members tend to forget there is such a program underway. Those who have been involved in task forces have completed their work and while deeply involved at one time are now somewhat "detached". Perhaps the next step will revitalize at least a portion of the staff.

The material was difficult to work with at times - on attempting to be thorough it was ponderous.

I am not familiar enough with the goals and procedures of the program to answer section 3. My ignorance is profound. Sorry.

I really don't know too much about the whole affair. Did I miss something?

I like the concept of Operation Guidance but I do not think that we should force the students to make a decision on a career at age 16,17,18. I think they should become aware of the possibilities but not

SAMPLE III

81.(cont.)
I know nothing other than the direct duties that I performed

Awareness of guidance objectives and goods thru O.G. process.

I know nothing other than the direct duties that I performed.

Awareness of guidance objectives and goods thru O.G.

Uncertain

Too early to really influence the total atmosphere at present, too few individuals involved.

counselor working full time

counselor seem more aware of their job

1. more emphasis on career guidance
2. better guidance

Vice Principal

None that I know of

Career information center opened

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I

SITE D (continued)

SAMPLE II

Comments (continued):

make a final decision. Its too early in their lives.

The above answers depend a great deal upon the subject matter a person teaches, his determination to make a system work by cooperation and seeing itthrough to completion!

I do not believe that enough information has been disseminated to the total staff.

I'm guilty of seeking solutions to problems in my own department, and I'm quite unaware of the progress being made by Operation Guidance. I thought its goals were not concrete when I heard it introduced.

It is difficult (impossible) to answer questions about one's attitude since my only exposure to Operation Guidance has been the orientation meeting and I have seen no visible results or information since.

This questionaire is absurd. I have had no contact with Operation Guidance so therefore can express no opinion.

SAMPLE III

81.(cont.)

Career information center and information relating to securing jobs.

Greater use of Career Center by students; universal awareness of need for career guidance by many on faculty.

Students are much more aware of potential job and careers they may follow - not all use it but some benefit.

not sure at the time

many more students seem to be involved

We have a career guidance room taht seems quite busy with students looking at material and getting assistance.

staff involvement

A better location and collection of guidance material

Career center

It has given a room for some unhappy kids to go to and talk to school coordinator-good counseling atmosphere.

None, really

Knowing the school coordinator much better

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE CGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE D (continued)		
	Comments (continued):	82.(a) Don't understand question
	Cannot respond to items # 15-39 — am totally ignorant of the program.	Do we have any choice?
	All I know is program is "pilot" - don't know its goals or program.	U.
		82.(b) counselor push
		teacher apathy or ignorance
		administrative and school board interest & pressure
		Because of school coordinator
		movement of key person into new guidance position
		teachers interest
		maybe 2 or 3 of staff
		Already having the career guidance center set up. Having active students use the center's materials and staff help.
		Need for such a program
		(b&c) What is C.G., a process?or the result of a process?

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE D (cont.)		
		82.(b), (cont.) school coordinator administration
		82.(c) No known benefits from the project. Local initiative seems more significant than the materials from the center. teachers think it's "dumb" and too expensive evidence of results apathy and lack of knowledge about the effectiveness of positive aspects of this program teachers have not seen any tangible results there has been no difference that I have personally seen or heard anyone speak of I can't think of any Faculty does not have input. I do not feel informed at all. expense, time, involvement on part of those named in #b

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE D (Cont.)		
		82.(c), (cont.) do not know
		students and staff
		Lack of staff enthusiasm and open-mindedness for this type of education
		Old systems and ways of handling problems that people refuse to change and counselors who are inadequate
		No longer a big national deal
		We lacked administrative support of this program. Our leadership(administrive) has been negative. In spite of the school coordinator hard work and devotion to O.G., he was given many other more related tasks that took him away from work.
		Not enough total staff support, very little concrete evidence to demonstrate that anything has happened in the time O.G. has been here.
		Traditional approaches and philosophy of present guidance staff. Most teachers hoping to maintain their status quo.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE D(cont.)		
		82.(c), (cont.) Feeling on part of a portion of faculty that the status quo is completely adequate. communication from administration not selling program It has aroused some hostilities due to its imposition on staff members and its tremendous verbosity and ambiguity. degree of student interest seems to be low too much logistics - too little results not sure what it actually did I suspect most of us were too concerned with our own responsibilities to be much aware of O.G. staff involvement total commitment of staff students' educational needs
		Comments: First of all let me state that I favor a strong program of career guidance which will cooridinate with the schools' academic program. In fact, I feel it is essential to

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE D (cont.)		
		Comments (cont.) provide this for society. However, the most that I have seen the O.G. accomplish is to gather information. I don't see this as a major achievement for two years' effort. It may be that other things have been done that I am unaware of.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E		
Comments:	Items:	Items:
Every teacher must be a guidance counselor or the school is lost.	14. Yes, but know nothing about it!	81. None that I am aware of at this time
	14. I've heard of it - but haven't participated.	I have not seen the full impact of O.G.
	39. Not applicable	Little visible effects I can see in my day to day operation. The whole thing seems to be below the surface except for those who are directly involved, we not involved have little knowledge of what it's all about, it's status, and what's been accomplished
	40. Won't make a judgement here until we do some evaluating.	I have become more aware of the needs of the students in regards to guidance in the field of careers.
	41. It could be more exciting.	Some people have been involved but I believe the objectives were lost somewhere.
	41. "Operation Guidance" could be "a very exciting and challenging project."	Not here long enough to know
	43. Same as #40	None - except teachers having to spend extra time on it
	45. If done well at test centers.	Have seen no change - maybe more awareness
	46. This statement is too loaded for me to answer positively or negatively	Not much can be seen at this time
	54. Too soon to make a judgement need to evaluate first.	Most everyone, i.e., students and faculty have become aware of the term O.G.
	55. Time line extension too long.	
	56. Won't know until we implement and evaluate.	

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (continued)	Items (continued): 61. Judgmental- need to look at it in operation first then evaluate its effectiveness. I feel a little like a crystal ball gazer on this section (expections scale). However, as long as we look at it as expectation there probably is no danger of inaccuracies in response. 63. I have good relationship. I feel O.G. has helped by increasing the number of conselors and having one c. follow class all the way thru. Conselors are seeing more students what they accomplish only time will tell. 74. We already have considerable support—hard to get much more. Several "undecided" responses because we have not fully implemented ident identified goals. Would rather see "expectation" scale delayed until such time that we are able to see the fruits of our labor. I found myself	81.(cont.) None More awareness of guidance responsibilities none The faculty has become aware of the needs of our students in the career area - I feel that most of us enjoy working together for a good cause. More awareness of employment opportunities in subject matter fields. I think it has served as an enterprise which brought a number of staff members together and to work on a concrete problem so we got to know each other better. None None observed I have seen changes this year in counseling and guidance in 4-yr. planning and the involvement of students in planning. Recognition of a need for career guidance 82.(a) I hope not, I wouldn't think so

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (continued)		
	Items (continued): saying "I don't know yet "as I read several of the questions. Some answers are assumptions of what I Hope will be. General Comments: Unfair for me to fill this out because I've been totally uninvolved. My involvement in O.G. has been so limited I really don't feel qualified to make judgements on the total outcome. From my limited involvement, I feel it (O.G.) is a very involved, complicated way to try and derive benefits for the students. The ultimate function of operation guidance is not clear enough to me for me to have definite expectations.	82.(b) a realistic statement of goals administration momentum The school coordinator will be here part of the time and will see that it is continued if at all possible. Need of some type of guidance system administration ideas and ideals behind O.G. is great the administration is very interested in its continuation Can't really think of any administration and steering committee some teachers need for it administration - guidance people The desire to completely explore an approach which seemed to have so much to offer in an area which is so basic to the

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (cont.)		
		82.(b), (cont.) educational process and so relevant today
		Teacher and student involvement in planning and implementing this year's activities in O.G.
		To carry out the plans determined from research and study
		82.(c) a complete misurderstanding of the program objectives
		negative attitudes
		lack of support of average teacher seems little has been done to sell us on a continuous basis
		The counselors are already busy with their present activities. So are the teachers. We will need much more orientation for the teaching staff if the program is to continue.
		Not enough interest, time, and communication about it.
		The unrealistic attitude that career education is appropriate or even desirable in all subject fields.
		Lack of tangible results

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E(cont.)		
		82.(c),(cont.) Many people are uncertain of what O.G. is supposed to be doing.
		After careful thought I must comment that your local representative, for some reason, is disliked by many of the staff. She is a lovely person but not well received by a good % of the faculty.
		Seeing actual concrete results from our work.
		paper work required of teachers
		Disenchantment with the work load without any concrete results.
		We have worked with O.G. for 2 yrs., the main thing I would like to see is the research that we have completed be put to use. I think most of the faculty has worked on this project, and we would like to see something concrete come from the time that has been spent. In other words "I'm tired of waiting around — Let's get started!!!
		Time and need for some people to be able to observe concrete happenings in the program.
		Uncertain—maybe lack of support

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (cont.)		
		Comments: College bound students feel that O.G. has little or nothing to offer them, that it is primarily for the terminal student and therefore is of little value to them.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE F		
Comments:	Items:	Items:
The program got off to a very slow start and as yet I cannot see where it has benefited the students in career selection.	18-28. To be honest I forgot the name of the particular force I will be on. It was some time ago.	81. None Career development units have been implemented in the classroom.
	I know very little about"Operation Guidance" and con't see where it is benefiting our school. I do not understand Mrs. Meeks responsibility in the counseling department.	I am not in a position to observe Provide more opportunities for students to become aware of resources and guidance personnel.
	35. No I am not in favor of it.	People, students, teachers, and administrators, are more aware of the guidance needs at school.
	44. I understand the purpose and agree with it but I'm not sure of the application or means of achieving it.	more jobs for students
	45. Qualify this statement.	The students have already responded to O.G. by really working with home, school, and community to gain learning and employment for life.
	46. Poorly structured sentence.	
	A poorly structured questionaire. A waste of time, money, energy and is indicative of the Operation Guidance Program.	It is needed. more career minded
	46. Here again — A guidance program does make sense—I'm not sure Operation Guidance is the answer at this point.	Student awareness, understanding by students of the possibilities available to them—requirement needed. more emphasis on career education

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE F (continued)		
	Items (continued): 61. Unfortunately 62. I don't feel they are really sold on it. My answers may seem very negative in total content - I do not necessarly mean them to be but I'm very aware that at this point, most (if indeed not all) of the faculty feel that the idea of a good guidance program is certainly desirable but there seems to be little relationship between idealistic theory, expressed in complex and often ambiguous terms, and practical application in terms of our needs here. 63-80. All of this could be included in the previous section. This is repetitious and unnecessary and a waste of time. Design a questionaire that is shorter, simpler, & more concise. You will get more responses + more reliable ones at that! Comments: I don't know what it is but would like to be informed about it!	81. (cont.) none The progress is too slow - we need it now!!! 82.(b) There is a need for an effective guidance program and this looks good on paper. Administrative support, support of some teachers and staff. Need Interest of Principal and counselors, realization by teachers that most graduates (undergrad. or less) are not prepared for the world. faculty and administration The great need for this type of guidance for the students at this school. continued development of the system; varied viewpoints for a complete program Students in our school need vocational guidance into jobs rather than toward college.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE F (continued)		
	Comments (continued):	82.(b), cont. School administration in favor, do not know of any faculty member not in favor.
	The Operation Guidance Program is great in theory. Maybe I was expecting results sooner or something, but I (think) that things are moving slowly. Everything is becoming vague to me rather (than) clearer.	Need Career information given, staff involvement—positive participition.
	If I can be of any help, you can always call.	students neet it
	Steering Committee members should not be bothered with this. We are busy enough.	staff and certain students need
	We need Operation Guidance, but we need it right now to effect the students who are currently enrolled. These students need futures and as I see it can be helped through this program if started in the right direction now! Progress needs to go faster and initiation needs to be soon!	82.(c) Too many people are too interested in personal approval and personal gain to be really involved with doing more than make token efforts. Real guidance must be the result of genuine concern for the students.
	I am wondering about O.G. in regard to its being merely an investigative tool. Where do we go from here?	faculty disapproval and misunderstanding administration downtown
	In my opinion the program has not begun to make changes of value. If it is so then we (faculty) haven't been informed. It is not very well defined and our goals are vague.	Lack of faith by those teachers involved-not sold on any tangible results. teacher,counselor, and administrative apathy.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (cont.)		
		82.(c), cont. The possible development of closed minds on the part of students, parents, community or the school, which would lessen the program to the point of ineffectiveness. Some opposition of some teachers - lack of knowledge on part of parents. problems connected with budget and(maybe) collecting data None indifference teachers are not supportive,no one knows what is going on, nothing seems to be happening. many teachers who do not care to understand the program Slow — Process
		Comments: I'm very sorry I cannot agree this is an effective program. I've seen little cooperation between the teachers and the counselors and without the teachers involvement any school program is doomed from the beginning. I know that, on paper, much of this program looks good but I

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OCPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE E (cont.)		Comments (cont.): honestly feel the same amount of time and money could have resulted in a far better program. As I indicated on the reverse side - in theory it looks and sounds excellent and I'm sure that this will be the picture eventually projected by those involved but I know much discussion with other teachers that very little has actually happened to the students, and after all, thats what its about The teachers I've talked to and many of them are genuinely dedicated to giving their finest efforts - have continuously expressed their dis-illusionment with the program and nearly 100% of them feel the whole thing has been a farce -- or , so they say to me. I know you will probably get few really candid reports, but I truly feel we need such a program but only if it works and somehow I see little evidence that this one has. For this I am truly sorry. I think the parents should be briefed on it by the leader of it, also more information given to the students.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE A		
General Comments:	Items:	
In looking over following sections I do not know enough about O.G. to make a fair judgment in statements covered - would not be fair to program in any way.	53. "Operation Guidance really has" concrete, measurable, "attainable goals" being implemented for student gain now - after 2 years. Does Operation Guidance make a difference in the curriculum structure or in the opportunities for students now or is it an idealistic dream to chase? Does O.G. money + student-student gain?	
	64. Students are constantly changing - how much time is to lapse before implementation.	
	75. Needs more than one person.	
	80. If there are any that exist and are not presently being used. I think that focus should be placed on the development of an Operation Guidance center at the school.	
	General Comments:	
	Yes, I have heard of O.G., I am not familar with enough to answer the questions.	

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
Site A (cont.)		
	General Comments (continued): Attitude scale: I don't know enough about it to answer completely. Expectations scale: don't know enough to answer completely We need an Operation Guidance center at this school very badly. This project is too time consuming to show any tangible results. The instructions are too long and I am tired of being asked to work on something that shows no results.	

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE B Items: 24. Who selected the steering committee? 47. Why because it's taken so long to see any results? As far as I can tell, O.G. is theoretically sound. I only hope that theory can become practical reality. 48. Materials are improving. Comments: I'm sorry but I do not know enough about Operation Guidance to answer these questions properly. I did try to be very honest, and I admit that I have yet to understand what O.G. is all about. I feel more could be accomplished if we had (teachers) more time to spend on this project.	General Comments: My knowledge of Operation Guidance is so limited that I hesitate to submit this form. I can not be a judge because the only way a program can be evaluated is to be working-this is still a planning stage. If it were in effect it might prove of value to students (that is the whole purpose to ed.+ guidance or should be). I have not been involved with Operation Guidance so I feel maybe I have underrated a few of the statements. Operation Guidance would have done better if the counselor had not been forced to divide her duties. I realize this was a budgetary decision but none the less not a wise one.	Items: 26-28. Steer Committee None 35. Worked with county supervisor of Home Economics & head of Home Ec. Dept. at H.S. to reevaluate Boys Chef Course. 46. Operation Guidance makes sense if something is going to be done with the information that is available. If nothing is to be done you are certainly going to have many unhappy people (all those who have very willingly given of their time to this project). We want something done for our students. 47. unaware, uninformed 77. I can now see guidance fulfilling a larger need. 79. If properly implemented 81. More awareness of career guidance School is interested in helping students get jobs & guide them in making academic choices.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE B (continued)		
		81.(cont.) Those participating have an understanding of O.G. — involvement is necessary for understanding.
		Teachers have become more aware of students needs & that education must be practical and relevant.
		None as of this date
		No change that I can see. It has met with too much opposition.
		None
		it is still in planning stage
		None - there seems to be hostility on the part of counselors - they appear to fear their status and position.
		O.G.meets the needs of all students - not just college bound. This technical group(s) composes 70% of all students.
		increased instructional procedure
		This is diffucult for a classroom teacher to answer, especially on the module system.

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE B		
		Items:(cont.)
		81.(cont.) . None
		82.(a) It should be
		yes
		82.(b) teachers and students
		students and the teachers
		need
		An awareness of the program & support of most of the faculty
		several teachers
		I would like to see the program put into action so results can be seen with the real people (the students).
		High need for career guidance in the area
		Need for some type of career guidance
		1- Let's not stop something until it's finished. 2- There is much more to do

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE B		
		82.(b)(cont.) administrators & teachers
		Interest and support from those who understand and see the value as a supportive program coordinating work of counselors, pupils, and teachers
		The need for a program of this type
		teachers & students
		It has a definite need in our school and could help our students
		a confidential pair of counselors that meet the need of students
		people that are interested in its program
		staff, students, space, and availability
		82.(c) 1- changes in counselors 2- school tends to encourage mediocrity
		Lack of understanding - mainly
		The administration and some counselors don't support change and will never accept a new innovation.
		apathy

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

SAMPLE I	SAMPLE II	SAMPLE III
SITE B		
		82.(c),(cont.) apathy on part of administration none that I can think of Tremendous inability of the faculty to teach hinders O.G. It frustrates and embarasses teachers and students alike. possibly still not being able to understand its potential. lack of interest on some people's part The community is not well educated enough to know anything about it. No comment Lack of understanding of the program fully Lack of interest of administration. The theory is outstanding, but it is diffucult to implement with the lack of interest shown here. Faculty opposition, lack of clear-cut progess, lack of understanding as to how O.G. actually operates. Comments: I have not worked in the guidance program to any extent. But I fully agree with the idea of seeing what jobs are available in an area, what vocations students are interested in,

APPENDIX E

COMMENTS ON THE THREE SAMPLES OF THE OGPS

	SAMPLE I	SAMPLE II	SAMPLE III
SITE B			Comments (cont.) and trying to see that these are included in our vocational technical education. I feel Appalachian Lab operating out of Montgomery, W.Va. is in conflict or at least in duplicate. The theory behind O.G. is great. If the program were implemented and the goals reached, it would be a great aide to students. If the data collected does not result in some change in our school, what have our students gained?

APPENDIX F

COPY OF THE ARTICLE WHICH INITIATED THE FIELD TRIAL OF OPERATION GUIDANCE

A PROCEDURAL MODEL FOR UPGRADING CAREER GUIDANCE PROGRAMS

Developed by the Center for Vocational Education at Ohio State University, the procedures described here represent the first effort in a long-range R&D program called Operation Guidance. Selection of schools to test the model is expected soon.

Robert E. Campbell, Warren N. Suzuki, and
Michael J. Gabria, Jr.

Dr. Campbell is chairman of the Vocational Development and Adjustment Program Committee at the Center for Vocational Education and associate professor on the faculty of psychology at Ohio State University. Dr. Suzuki, a research and development specialist at the Center, formerly served as a behavioral scientist and education and training officer, Headquarters, USAF Training Command. Mr. Gabria, project associate at the Center, is the AV expert on the team. He has extensive experience in producing audiovisual training aids and films has worked in industry as instructional technology analyst.

Career guidance has thus far fallen short of its potential to make a significant contribution to our nation's youth. A substantial proportion of high school students does not appear to be making a successful transition from school to the worlds of work and further education.

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Although career guidance programs are not totally responsible for this situation, improvement of their delivery effectiveness can help alleviate it.

The findings of a national survey conducted in 1968 by R. E. Campbell and others indicate that the root problem appears to be the attempt of high schools to offer more career guidance services than they can effectively provide with their current resources. The survey also indicates that only a very few programs have implemented innovative career guidance methods and techniques.

In order to overcome these problems to meet student needs, schools must develop, install, and maintain guidance services in a systematic way.

PROGRAM CHARACTERISTICS. Figure 1 is a graphic presentation of the procedures by which high schools can systematically upgrade their career guidance programs. Application of the procedural model should result in a career guidance program that is student-centered, makes optimal use of resources, has an extended resource base, includes innovative career guidance methods and techniques, and is designed for each individual school.

1. *Student-centered.* Unlike the service-oriented objectives of many programs, the objectives of a career guidance program should be stated in behavioral terms. Service-centered objectives generally indicate a process: how students will achieve objectives. Behavioral objectives specify desired student outcomes: what the student will know or be able to do at the completion of the process.

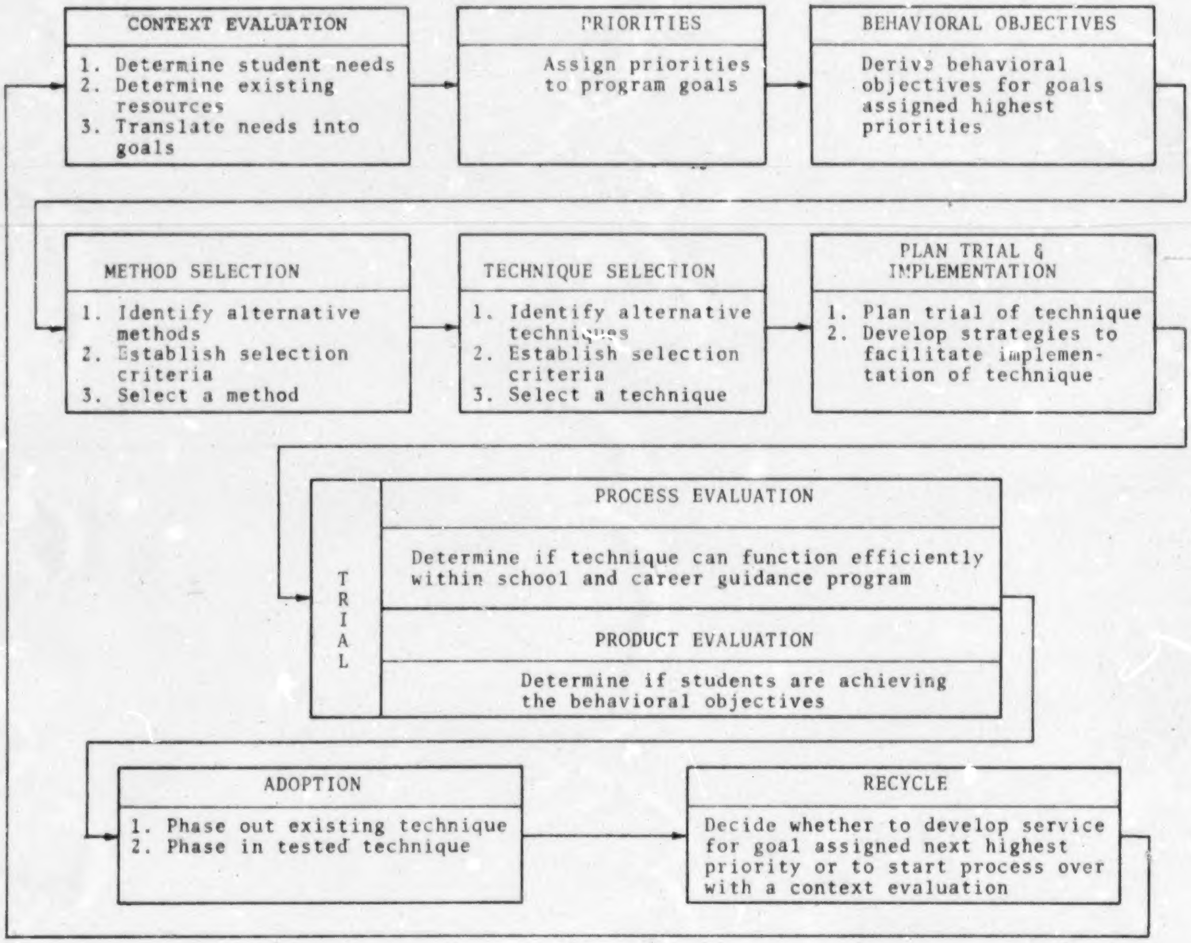
2. *Optimal use of resources.* Since the chances of meeting student needs increase if the career guidance services offered are limited to those that can be adequately supported, the services a program offers should be only those it can provide effectively with the resources available to the school.

3. *Extended resource base.* A school should consider career guidance to be more than those services provided to students by counselors. It should take advantage of teachers, administrators, students, individuals in the community, and local companies as resources for the guidance program.

4. *Alternative career guidance methods and techniques.* A broad range of career guidance methods and techniques should be considered as the program is developed. This purposeful search increases the probability of identifying and implementing innovative career guidance methods.

FIGURE 1

Procedural Model for Developing Career Guidance Programs


CONTEXT EVALUATION
1. Determine student needs
2. Determine existing resources
3. Translate needs into goals
PRIORITIES
Assign priorities to program goals
BEHAVIORAL OBJECTIVES
Derive behavioral objectives for goals assigned highest priorities
METHOD SELECTION
1. Identify alternative methods
2. Establish selection criteria
3. Select a method
TECHNIQUE SELECTION
1. Identify alternative techniques
2. Establish selection criteria
3. Select a technique
PLAN TRIAL & IMPLEMENTATION
1. Plan trial of technique
2. Develop strategies to facilitate implementation of technique
TRIAL
PROCESS EVALUATION
Determine if technique can function efficiently within school and career guidance program
PRODUCT EVALUATION
Determine if students are achieving the behavioral objectives
ADOPTION
1. Phase out existing technique
2. Phase in tested technique
RECYCLE
Decide whether to develop service for goal assigned next highest priority or to start process over with a context evaluation

5. *A customized program.* Because each school is unique, the career guidance model does not provide a standardized program. Instead, the model prescribes the procedures by which each school can systematically develop its own career guidance program to meet the needs of its students, while making the best possible use of the resources available to it.

APPLICATION OF THE MODEL. The procedural model requires the formation of committees composed of students, teachers, administrators, and community leaders. It is important that all these types of individuals be included so that the unique perspective of each can help resolve problems and accomplish tasks.

Furthermore, this kind of involvement in the development of a career guidance program can facilitate the school and community's acceptance of the upgraded program. Working in groups, these individuals will accomplish *all* the developmental tasks prescribed by the procedural model.

Decisions made during the development of a career guidance program should be based on the most reliable information obtainable. The procedural model prescribes a series of evaluations designed to provide the school with specific information for making decisions.

CONTEXT EVALUATION. The first and probably most critical task of the developmental process is the identification of students' career guidance needs. This should be done through surveys administered to students, teachers, counselors, administrators, and recent graduates of the school. Questions should also be asked to acquire information necessary for making later decisions.

Since the purpose of the career guidance program is to satisfy student needs, the needs identified through the surveys must be translated into goals that provide the general direction for the career guidance program.

Since resources will probably not permit implementing all the goals thus established, priorities should be systematically assigned to the goals, with the initial career guidance programs being designed to meet only the goals assigned the highest priority.

Before priorities are assigned, criteria against which each goal will be judged must be decided upon. Goals judged less important for the students are assigned lower priorities and should be considered only after the high-priority goals have been satisfied and additional resources become available.

Behavioral objectives derived from each goal provide the specificity needed to operate the program. Each behavioral objective should specify what a student must know or be able to do after completing a particular career guidance experience. More than one behavioral objective may be derived from a goal, and a student may have to achieve all or a combination of objectives to satisfy a goal.

METHOD & TECHNIQUE SELECTION. Alternative ways by which students may achieve of the behavioral objectives must be determined. The method best suited to the school is selected by first establishing specific selection criteria, then judging each of the possible methods against those criteria.

While methods provide the general way to achieve objectives, techniques are the specific operations that assist or enable students to achieve the established behavioral objectives. For example, some techniques associated with the method, "dissemination of occupational information," are career guidance curricula, group guidance, simulated vocational guidance games, and computer-based information retrieval systems.

Techniques should be selected in the same manner as methods: a search for alternative techniques, establishment of selection criteria, and the selection of techniques after judgment against criteria.

Many techniques may be used in response to a single method, and a single technique associated with more than one method. If the selected technique requires a long lead time for implementation, a short-term technique that is less effective but easily installed should be selected at the same time. The short-term technique should be implemented and used until the long-term technique can be fully validated and implemented.

TRIAL & ADOPTION. A plan should be developed for testing the technique judged to be best for students and the school. It should specify the procedures necessary for a valid test of the technique in the school environment.

Strategies and procedures should be established to ensure successful installation of a technique if results of the test are positive. Students and the academic and local communities should be prepared to accept and use a new service offered by a career guidance program. Schools should plan for change in order to facilitate acceptance of a new service.

The decisions about whether to install a technique in a guidance program requires information on students' achievement of behavioral objectives and on the operation of the technique within the school environment.

This information is acquired during the test of the technique. If during the test, or at its conclusion, the technique does not do all that is expected of it, it can be modified and retested or an alternate technique selected and tested.

When the technique proves that it effectively and efficiently serves the needs expressed in the goals, it should be installed as a part of the school's career guidance program. Any technique being replaced should be phased out of the program at the same time the new technique is being installed.

RECYCLE. Once the decision has been made to install the tested technique as a regular part of the program, the school has one of two choices. It can start all over again by reanalyzing the career guidance program, the school itself, and the community, then derive a new list of student needs. Or, it can proceed directly to the goal assigned the next highest priority.

Regardless of the course taken, the career guidance system should be examined periodically to make certain the program continues to provide the best services possible to the students of the school.

. . .

The procedures summarized here were developed at the Center for Vocational Education. The model is the first output of a long-range research and development program called Operation Guidance.

Materials, including evaluative instruments, checklists, and annotated reference lists, are being developed to help school personnel use the model effectively. The Center will soon be attempting to identify and select high schools in which to test the materials and procedures.

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